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Introduction

Le curriculum de l'Ontario, 11e et 12e année, English, 2000 will be implemented in Ontario secondary schools starting in September 2001 for students in Grade 11 and September 2002 for students in Grade 12. This document replaces the following curriculum guidelines or those parts of guidelines that relate to the senior grades:

- *Anglais/English, Intermediate and Senior Divisions (Grades 7–12), 1985*
- *EAA – Anglais/English Affaires et Commerce, Senior Division, 1985*
- *CAA – Affaires et Commerce Anglais/English, Senior Division, 1985*

This document is designed for use in conjunction with *Le curriculum de l'Ontario 9e à la 12e année : Planification des programmes et évaluation, 2000,* which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at http://www.edu.gov.on.ca.

The Place of English in the Curriculum

To participate fully in the society and workplace of the twenty-first century, today's francophone students will need to be able to use English skillfully, confidently, and flexibly. Of the 18 compulsory credits students are required to have to obtain a secondary school diploma, one credit must be in English. An additional credit in English can be counted as one of the other compulsory credits.

The English curriculum offers a challenging program of the highest quality, one that recognizes the central importance of English in learning and everyday life and prepares students for the literacy demands they will face as Canadians and members of the global community. The English program also encourages students to develop a lifelong interest in reading and writing in English.

Language is the basis for thinking, communicating, and learning. Students need literacy skills to enable them to receive and comprehend ideas and information, to inquire further into areas of interest and study, to express themselves clearly, and to demonstrate their learning. English literacy skills are important for higher education and for eventual entry into the workplace. Students who are preparing for English-language postsecondary education must develop English literacy skills, as well as critical thinking skills, in order to succeed in the challenging academic work of their university and college programs. Students who are preparing for careers in business and industry also need these skills in order to adapt to a workplace that is constantly changing. Whatever their postsecondary destination, all students need to be able to think critically and creatively and to express themselves clearly and effectively. Learning to communicate in English with clarity and precision, both orally and in writing, will help students to thrive in their future endeavours in the world beyond the school.

As students read and reflect on a rich variety of English literature, informational texts, and media works, they deepen their understanding of English-speaking Canadians and the world around them. In their study of literary works by accomplished writers and from many genres, historical periods, and cultures, students consider personal and societal aspirations and explore

possibilities. Through the study of English as well as French literature, students strengthen their ability to use both languages as effective tools for thought, expression, and communication.

Francophone students in Ontario come from a wide variety of cultural and linguistic backgrounds, and they bring to the classroom varying levels of proficiency in standard Canadian English. The selection of resources and approaches used in teaching this course should take into consideration the linguistic and cultural diversity of the students.

Language learning is developmental and cumulative across the grades: students develop flexibility and proficiency in their understanding and use of language over time. Students in French-language schools are only required to have one credit in English. Many students, however, choose to take additional English courses to improve their English-language skills in reading, writing, and oral communication.

The secondary school English curriculum for Grades 11 and 12 builds on the expectations outlined in *Le curriculum de l'Ontario 9e et 10e année : English, 1999,* and provides students and teachers with clearly stated, rigorous, and increasingly demanding expectations. In each grade in the secondary curriculum, the expectations increase in scope and complexity. As students move through the grades, they are required to use English with ever-greater fluency, proficiency, and accuracy in a broadening range of situations. They take greater responsibility for their own learning and apply their language skills in more challenging and complex ways.

Although students who choose to take English courses in Grades 11 and 12 will continue practising skills covered in Grades 9 and 10, the emphasis in the senior secondary grades is on helping students consolidate the skills and knowledge they need to prepare for their post-secondary destinations. This emphasis will ensure that students develop independence and master the range of complex skills they will need for English-language university and college programs and for the workplace.

The Program in English

Overview

The English program includes core and other courses.

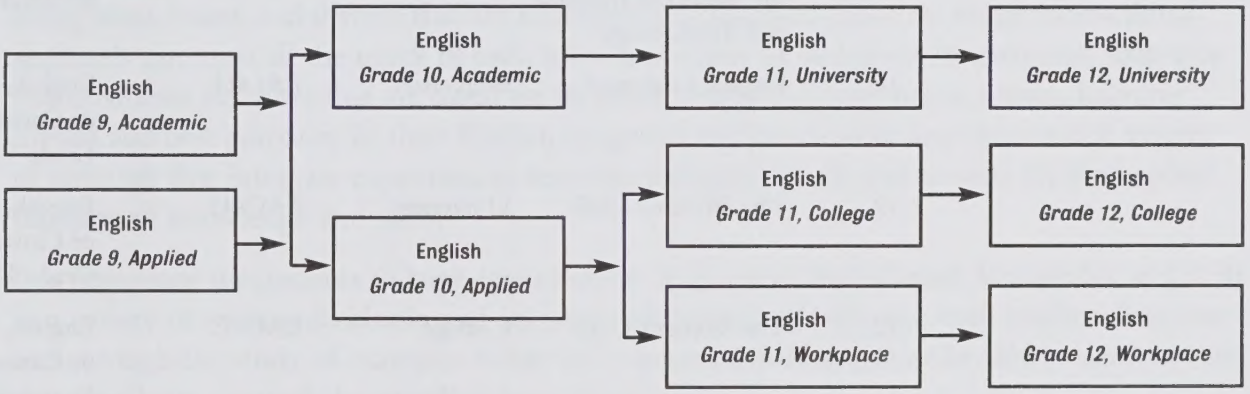
Core courses emphasize strong competencies in reading, writing, oral communication, and media awareness. Students may choose from three types of core courses in Grades 11 and 12: university preparation, college preparation, and workplace preparation. (See *Le curriculum de l'Ontario 9e à la 12e année : Planification des programmes et évaluation, 2000*, for a description of the different types of secondary school courses.)

The remaining English courses provide students with opportunities to explore individual interests and to deepen and extend their knowledge and skills in English through more thematic and specialized study. These courses are offered in four types: university preparation, university/college preparation, college preparation, and open.

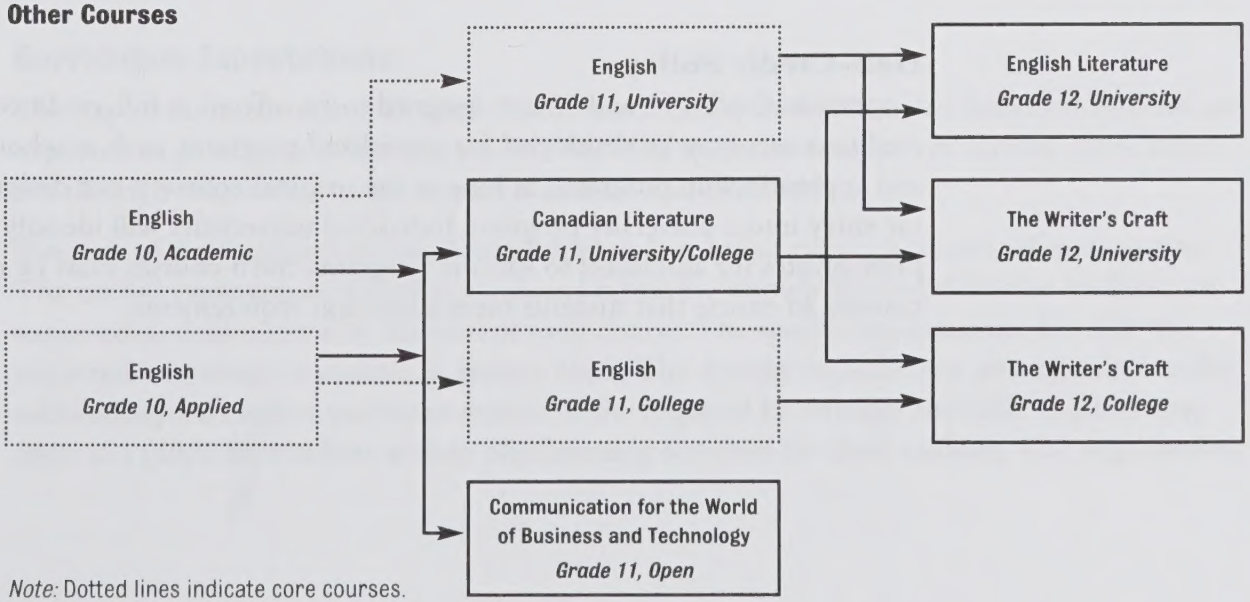
Prerequisite Charts for English

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

Core Courses



Other Courses



Note: Dotted lines indicate core courses.

Core Courses in English, Grades 11 and 12

Grade	Course Name	Course Type	Course Code	Prerequisite
11	English	University	EAE3U	English, Grade 10, Academic
11	English	College	EAE3C	English, Grade 10, Applied
11	English	Workplace	EAE3E	English, Grade 10, Applied
12	English	University	EAE4U	English, Grade 11, University, or Canadian Literature, Grade 11, University/College
12	English	College	EAE4C	English, Grade 11, College, or Canadian Literature, Grade 11, University/College
12	English	Workplace	EAE4E	English, Grade 11, Workplace

Other Courses in English, Grades 11 and 12

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Canadian Literature	University/ College	EAT3M	English, Grade 10, Academic or Applied
11	Communication in the World of Business and Technology	Open	EAB3O	English, Grade 10, Academic or Applied
12	English Literature	University	EAL4U	English, Grade 11, University, or Canadian Literature, Grade 11, University/College
12	The Writer's Craft	University	EAC4U	English, Grade 11, University, or Canadian Literature, Grade 11, University/College
12	The Writer's Craft	College	EAC4C	English, Grade 11, College, or Canadian Literature, Grade 11, University/College

Half-Credit Policy

Courses in Grades 11 and 12 are designed to be offered as full-credit courses. However, half-credit courses may be developed for specialized programs, such as school to work transition and apprenticeship programs, as long as the original course is not designated as a requirement for entry into a university program. Individual universities will identify the courses that are prerequisites for admission to specific programs. Such courses must be offered as full-credit courses, to ensure that students meet admission requirements.

In Grades 9 to 12, half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, must adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course, drawn from all of the strands of that course and divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course that they wish to take.)
- The title of each half-credit course must include the designation Part 1 or Part 2. A half-credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School September Report.

Teaching Approaches

Teachers will use their professional judgement to decide which instructional methods will be most effective in promoting the learning of core knowledge and skills described in the expectations.

Language is best learned through direct instruction and classroom activities that present stimulating ideas, issues, and themes that are meaningful to students. Since no single instructional approach can meet all the needs of each learner, teachers should select instructional strategies and classroom activities that are based on an assessment of students' needs, proven learning theory, and best practices. In their English programs, teachers should introduce a rich variety of activities that integrate expectations from the different strands and provide for the explicit teaching of knowledge and skills.

It is important for students to have opportunities to develop their English knowledge and skills in a variety of ways: individually and cooperatively; independently and with teacher direction; and through the study of examples followed by practice. Students must be able to demonstrate that they have acquired the specified knowledge and skills.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities through which their achievement is assessed and evaluated.

Two sets of expectations are listed for each strand, or broad curriculum area, of each course. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The specific expectations describe the expected knowledge and skills in greater detail. The specific expectations are organized under subheadings that reflect particular aspects of the required knowledge and skills and that may serve as a guide for teachers as they plan learning activities for their students. The organization

of expectations in strands and subgroupings is not meant to imply that the expectations in any one strand or group are achieved independently of the expectations in the other strands or groups.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

Core Courses

The strands for core courses are as follows: Literature Studies and Reading, Writing, Oral Communication, and Media Studies.

Literature Studies and Reading. Since students will vary in their English-language reading proficiency, some may continue to need additional support to develop their reading skills and to monitor their own progress. In addition, all students need instruction to cope with the more challenging reading demands of the senior secondary school curriculum in English, which requires students to consider increasingly difficult concepts and to use language structures that are more complex and vocabulary that is more specialized than in earlier grades. The English program will help students learn to read efficiently and to absorb information quickly. Students will also explore the characteristics of different genres and use a range of reading skills to suit their purpose and the materials they are reading as they move from subject to subject. Students should be encouraged to read independently in English for pleasure, information, and comprehension.

The study of literature is central in the English curriculum; it offers students opportunities to expand their intellectual horizons and to extend and strengthen their English literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition now and in the past. As students increase their knowledge of accomplished writers and literary works and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience.

All students, regardless of their postsecondary plans, need to read a balance of exemplary literary and informational works that nourish the imagination, promote intellectual growth, contribute to a sense of literary appreciation, and provide a broad range of language models for their own writing. Selected literary works should be drawn from many genres, historical periods, and cultures to reflect the diversity of Canada and the world. Such works include:

- poetry (poets such as Milton Acorn, Earle Birney, Dionne Brand, Elizabeth Barrett Browning, Leonard Cohen, Samuel Taylor Coleridge, Emily Dickinson, John Donne, T.S. Eliot, Robert Frost, Langston Hughes, John Keats, Irving Layton, John McCrae, John Milton, Robert Service, Percy Bysshe Shelley, Raymond Souster, Dylan Thomas, Derek Walcott, William Wordsworth, William Butler Yeats);
- novels (novelists such as Chinua Achebe, Margaret Atwood, Jane Austen, Charlotte Brontë, Emily Brontë, Joseph Conrad, Robertson Davies, Charles Dickens, Timothy Findley, Thomas Hardy, Ernest Hemingway, Aldous Huxley, W.P. Kinsella, Joy Kogawa, Margaret Laurence, Rohinton Mistry, Toni Morrison, Michael Ondaatje, George Orwell, Mordecai Richler, J.D. Salinger, Carol Shields, John Steinbeck, Guy Vanderhaeghe, Elie Wiesel);

- plays (playwrights such as Carol Bolt, Anton Chekov, David French, Tomson Highway, Henrik Ibsen, Arthur Miller, William Shakespeare, George Bernard Shaw, Tom Stoppard, Tennessee Williams);
- short stories (writers such as Morley Callaghan, Alice Munro, Stephen Leacock, Edgar Allan Poe, Sinclair Ross).

Genres such as biographies, journals, letters, and essays are also worth including. (The preceding lists of authors are provided to indicate the level of challenge that programs in literature studies should entail. They are not prescribed reading.) Literary works enrich students' understanding of themes and issues and enhance their appreciation of the power and beauty of language. To help students become confident, proficient, flexible readers in English, a balanced literature program also includes a range of informational texts, such as academic textbooks, technical manuals, newspapers and magazines, reference materials, memos, bulletin-board notices, CD-ROMs, databases, and websites.

When choosing literature, teachers must consider the genres designated for intensive study in the curriculum expectations, as well as an appropriate balance among contemporary, historical, Canadian, and world literature.

Writing. Students use writing to record information and ideas, to express themselves, to communicate with others for various purposes, and to reflect and learn. In personal, academic, and workplace situations, students may need to be able to write clearly and coherently, with precision and an engaging style, in English. A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently in English using a range of forms and styles to suit specific purposes and audiences and correctly applying the conventions of standard Canadian English – grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop the ability to think and write clearly and effectively. When planning writing activities, teachers must include the forms designated for intensive study in the curriculum expectations, as well as an appropriate balance of other forms of writing.

Writing, from initial musings to final publication, is a complex process that involves a range of complementary thinking and composing skills, as well as other language processes, including reading, speaking, and listening. As writers compose, they consider their audience; make decisions about form, style, and organization; and apply their knowledge of language use, including the conventions of grammar, spelling, and punctuation. To develop competence in these areas, students need a supportive classroom environment, with opportunities to extend and refine their skills in using the writing and research processes in English. They also need opportunities to increase their knowledge about forms and genres and to develop their English writing skills through daily writing for a variety of purposes and audiences and within different time constraints. The forms and genres explored should include essays, reports, short stories, poetry, scripts, journals, letters, biographies, children's stories, articles, reviews, précis, instructions, notes, procedures, résumés, and advertisements. Because English- as well as French-language postsecondary institutions and employers require clear, well-organized writing, on demand and within strict timelines, students also need to learn and practise strategies for writing effectively and correctly in English in the context of examinations and in-class writing assignments.

To help them in their writing and research, students need access to a range of English-language print and electronic resources, including general and specialized dictionaries, thesauri, manuals of style, word-processing and graphics software, desktop publishing programs, e-mail, and the Internet. Students should be encouraged to write frequently for pleasure and personal purposes.

Oral Communication. The Oral Communication strand sets out expectations for vocabulary development, knowledge of the conventions of standard Canadian English, and oral communication and presentation skills, as well as the ability to listen actively and think critically about what one hears and the ability to work well in groups.

Enhancing their knowledge of English vocabulary helps students improve their English-language reading, writing, and speaking skills. Knowledge of the conventions of English grammar, spelling, and punctuation helps students to understand, write, and speak standard Canadian English more confidently and fluently.

Oral language is a fundamental means for communicating with others. Students listen and speak in order to understand concepts, solve problems, provide information, and express thoughts. When they converse about information and ideas, they become aware of forms, styles, imagery, language structures, and conventions used by other speakers and writers. As they work towards achieving the expectations for this strand, students will improve their ability to explore and communicate ideas in English in both classroom and formal speaking situations. Students should be encouraged to appreciate and take pleasure in the power and beauty of language.

Media Studies. Because of the pervasive influence in our lives of print and electronic media, it is important for students to learn how to understand and interpret media works. In the English program, students should have frequent opportunities to analyse various aspects of media communications, including key elements of the works themselves, the audience, and media industry codes and practices. Students should also learn about the media through the process of designing or creating their own media works, using a range of technologies to do so. By working in the various media to communicate their own ideas, students will develop critical thinking skills and understand at first hand how media works are designed to influence audiences and reflect the perspectives of their creators. Students will also develop production skills that may open up career opportunities in the entertainment and communication industries. Students should be encouraged to appreciate the media as sources of personal information and pleasure.

Other Courses

The remaining courses in the English program provide students with the same language knowledge and skills in reading, writing, and oral and visual communication as do the core courses, but the focus of each of these courses is more thematic or specialized than in the core courses. The expectations are therefore clustered in strands that reflect each course's emphasis. A list of these strands by course is provided below.

Grade 11, Canadian Literature, University/College Preparation

- Interpreting Canadian Literary Texts
- Responding to Canadian Literary Texts
- Demonstrating Independent Learning Skills

Grade 11, Communication in the World of Business and Technology, Open
- Investigating Business and Technical Communications
- Creating Business and Technical Communications

Grade 12, English Literature, University Preparation
- Interpreting Literary Texts
- Responding to Literary Texts
- Demonstrating Independent Learning Skills

Grade 12, The Writer's Craft, University Preparation
- Investigating the Writer's Craft
- Practising the Writer's Craft

Grade 12, The Writer's Craft, College Preparation
- Investigating the Writer's Craft
- Practising the Writer's Craft

Building on Literacy Acquired in French: An Overall Expectation in the Four Strands

The following overall expectation should be integrated into all strands of the English curriculum for Grades 11 and 12:

> *Students will build on literacy acquired in French to develop competence in writing skills, in reading a variety of texts, and in communicating in formal and informal learning situations.*

Students are expected to achieve a high level of competency in English by meeting the expectations outlined in this curriculum guideline. In doing so, they will build on the literacy they have already attained in Français. Knowledge and skills that have been acquired in Écriture, Lecture, Communication orale, and Technologies de l'information et de la communication will be transferable to the English core course strands of Literature Studies and Reading, Writing, Oral Communication, and Media Studies and to the strands of the other English courses.

For example, students who have learned, through reading and writing activities, to identify and analyse the characteristics of various genres of writing in Français will apply the knowledge and skills they have acquired to the writing of a variety of texts in the English course. Students will be able to use the knowledge, skills, and reading strategies developed in studying Français to understand new words and derive meaning from a variety of English-language texts. Knowledge and skills acquired in Lecture will also enable them to acquire new knowledge that is specific to the English language, such as the conventions of standard English usage. The listening and speaking skills students have acquired in Communication orale and the information technology and communication skills acquired in Technologies de l'information et de la communication will provide them with a basis from which to develop similar competencies in the English courses.

English, Grade 11, University Preparation (EAE3U)

This course emphasizes the reading, writing, oral communication, and media literacy skills needed in university and beyond. Students will analyse and respond critically to literary and informational texts from Canada and other countries; write essays, informational texts, and creative texts; present opinions and findings clearly and effectively in oral presentations; analyse and design or create media works; and research and synthesize information to support their work.

Prerequisite: English, Grade 10, Academic

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- analyse various literary and informational texts from Canada and other countries in terms of form, purpose, audience, and content, focusing on the following genres: novel, short story, drama, poetry, editorial, essay, and research report;
- analyse how an author's use of diction and rhetorical elements influences a reader's response to a text;
- apply appropriate reading strategies to understand and analyse a variety of texts read for academic and personal purposes;
- assess validity of ideas and information conveyed in a variety of literary and informational texts and research documents;
- assess effectiveness of literary and informational texts in conveying their intended messages, justifying their position with specific references.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- analyse effects of increasingly complex elements of literary texts, making a connection between form and content;
- describe characteristics of different types of informational texts, explaining variations in form and content in terms of purpose and target audience;
- analyse organizational structures to further their interpretation of ideas and information in various forms of texts;
- interpret figurative language in various forms of poetry and assess its effectiveness;
- describe how authors use rhetorical elements and literary/stylistic devices, such as alliteration, allusion, anecdote, hyperbole, imagery, irony, metaphor, mood, onomatopoeia, oxymoron, personification, point of view, pun, rhetorical question, rhyme, rhythm, sarcasm, satire, simile, symbolism, tone, and understatement, to enhance the meaning of literary and informational texts;
- describe elements of newspaper and magazine articles and persuasive texts, and analyse their effectiveness in enhancing the arguments presented;
- explain how authors and editors use the format and design elements of informational texts to organize content and communicate ideas (e.g., using headings, subheadings, and illustrations in a report; placing supplementary information in boxes in magazine articles);

Strategies and Cues

- apply reading strategies of skimming, scanning, sampling, re-reading, and surveying appropriately, according to purpose of reading and type of reading material;
- identify main ideas, important supporting ideas, and facts in texts under study;
- paraphrase complex passages in texts to facilitate understanding;
- use textual cues, without interrupting reading pace, to understand texts of increasing complexity;

- apply a variety of strategies, including their knowledge of phonetics, spelling, and French, to extend vocabulary through reading, with an emphasis on understanding the denotative and connotative meaning of words;
- identify figurative, idiomatic, and technical meanings of words and expressions through context;
- use print and electronic resources effectively to define and understand unfamiliar vocabulary;

Investigation and Analysis

- analyse how elements of fiction in a literary text relate to the author's personal, cultural, and historical background;
- analyse themes of various literary works, recognizing the effects of content and style on these themes;
- compare and contrast ideas and issues presented in texts of various genres and cultural traditions;
- summarize and paraphrase main and secondary ideas in informational texts, demonstrating understanding at literal and inferential levels of meaning;
- identify and explain thesis or main point of essays and editorials, and explain their own views about the thesis, justifying their position with reference to personal experiences and prior knowledge;
- support inferences and conclusions drawn from an analysis of a text by quoting or referring to relevant passages;
- verify facts (e.g., statistics, numbers, statements) used by an author in a persuasive text by referring to a variety of sources;
- identify and compare literacy and communication requirements of fields of work and university programs of their choice;

Critical Thinking

- express and support their preferences for particular genres and styles of texts;
- assess effectiveness of various elements of literary and informational texts, according to form, purpose, and audience, citing specific passages as references;
- assess ideas and opinions in texts, justifying their responses by explaining their own values, perspectives, and points of view;
- describe knowledge gained from exploration of issues, concepts, or a given topic in literary and informational texts, and effect that knowledge has had on their own values and beliefs;
- assess effectiveness of various forms and techniques in texts under study, demonstrating objectivity and logic.

Writing

Overall Expectations

By the end of this course, students will:

- apply knowledge of forms and techniques to write a variety of literary and informational texts, focusing on the essay, report, editorial, and creative texts;
- apply various organizational structures and rhetorical elements to achieve specific purposes or effects in their own writing;
- apply independently the various stages of a writing process to ensure clarity, coherence, and unity in their written texts;
- convey ideas and information gathered from print and electronic resources in reports and essays, applying clear organizational principles to synthesize information used to support a thesis;
- demonstrate an ability to discern well-organized and clearly expressed ideas and information in their own and others' written texts.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- record their critical responses to texts, topics, and issues presented or discussed in this course in a journal maintained for this purpose;
- write coherent paragraph responses to questions related to texts under study, referring to key passages;
- write an essay or report, demonstrating the abilities to reinforce meaning, to respect conventions of chosen form, and to maintain interest of audience;
- write an argumentative essay that includes the following elements:
  - an engaging introduction that presents a thesis and a preview of the content of the essay;
  - a body that develops ideas logically and coherently and that provides convincing evidence;
  - a logical conclusion that emphasizes the thesis and summarizes the main ideas;
- write a variety of newspaper/magazine and business texts (e.g., editorials, letters of application), using appropriate level of language and respecting conventions of chosen form;
- write creative texts (e.g., narrative texts, descriptive texts, poetry), using a variety of organizational structures and literary/stylistic devices to convey ideas and feelings and to achieve a desired effect;
- demonstrate ability to generate ideas from research and from their analyses of literary texts to use as content for their academic and personal writing;
- prepare an outline of their work before starting to write, organizing ideas and information in a sequence or pattern that conveys the message in the most effective way (e.g., climactic order, comparison and contrast, cause and effect);
- use transitional devices effectively to ensure unity and coherence;

- smoothly incorporate relevant quotations from primary and secondary sources into essay or essay-type answers to support analysis of texts under study, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- support an opinion effectively in various forms of persuasive texts, applying rhetorical elements and citing different types of evidence (e.g., examples, quotations, statistics), avoiding plagiarism and citing sources accurately, according to an accepted system of documentation;
- use diction appropriate to form, purpose, and audience, paying attention to use of inclusive language;

Writing as a Process

- maintain a well-organized and complete writing folder, containing creative prompts, works in progress, and final products that show an awareness and developing mastery of the knowledge and skills required to complete this course;
- apply a writing process independently;
- determine clearly form, purpose, intended audience, and focus;
- use pre-writing activities to explore possible content (e.g., brainstorm; consult peers, experts, and teachers; refer to print and electronic resources);
- outline, develop, and express ideas in draft form;
- revise drafts to strengthen content (e.g., incorporate researched information), to improve organization (e.g., reorder arguments for impact), to improve clarity of expression, and to refine voice;
- consult peers and teacher and use findings and feedback to change, expand, reformulate, or delete ideas and to improve organization, clarity, and style;
- use appropriate print and electronic resources throughout the writing process to edit for spelling, grammar, and punctuation;
- proofread and make final corrections;
- use electronic resources (e.g., word-processing or desktop publishing software) to present a neat and legible text in an appropriate format;
- use feedback from evaluation to assess the effectiveness of writing process used and of their own written texts;
- apply newly acquired knowledge and skills to future writing and publishing activities;

Grammar and Usage, Spelling, and Punctuation

- recognize common Canadian and American spelling conventions (e.g., *colour, color*) and consistently apply Canadian forms;
- use knowledge of spelling patterns and print and electronic resources to spell correctly, paying attention to historical, academic, and literary terms used in course material;
- demonstrate an understanding of limitations of electronic spell-check programs, using dictionaries to confirm spelling when in doubt;
- use pronouns consistently and correctly, paying attention to correct use of case forms of pronouns (e.g., possessive case to modify a gerund);
- use appositive, prepositional, and verbal phrases to achieve variety in written work;
- use appropriate diction and inclusive language (e.g., non-sexist pronoun references);
- write clear, accurate, and complete sentences in a variety of orders (e.g., loose, periodic, balanced, inverted);

- improve sentence structure and style by avoiding punctuation errors, mixed constructions (e.g., *is when, is because*), and illogical and confusing connections (e.g., double negatives);
- revise sentences for variety, clarity, and emphasis:
  - construct complex and compound-complex sentences correctly, using conjunctions, phrases, and clauses appropriately, and paying attention to parallel structure;
  - ensure pronouns agree with their antecedents;
  - apply correctly the rules of subject-verb agreement, and revise drafts to avoid inappropriate shifts in verb tense;
- apply parallel structures to make grammatical elements match;
- use punctuation correctly and thoughtfully to clarify meaning, to add emphasis, and to show a grammatical relationship between words;
- introduce and punctuate longer quotations correctly in the body of an essay;
- demonstrate an understanding that grammar may be used unconventionally for a particular effect (e.g., in advertising, in poetry);

Research as a Process

- generate ideas from prior knowledge and research to develop content for academic and personal writing (e.g., compare the way two writers handle a similar theme);
- establish and narrow focus of research and formulate a thesis statement;
- establish a research plan to identify and explore appropriate primary and secondary print and electronic resources;
- select and use appropriate websites for research purposes, distinguishing reliable and authentic sources of information from personal opinions and inaccurate information;
- gather and paraphrase ideas and information, assessing them for validity and relevance, focusing on accuracy, objectivity and reliability;
- synthesize information from print and electronic resources for research purposes, selecting relevant information and eliminating unnecessary details;
- organize information (e.g., cause and effect, chronological order, problem and solution) according to conventions of chosen form;
- use ideas and information gathered from research to develop arguments and counter-arguments and to support a thesis convincingly in a report or essay, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., MLA);
- use electronic resources (e.g., word-processing software) to incorporate research into reports and essays, producing clear and appealing texts, according to conventions of chosen form;

Critical Thinking

- clarify their own ideas, feelings, and opinions by researching an issue or topic of interest to them and using the research to defend a point of view in a written text;
- assess effectiveness of their own and others' written work, focusing on organization and clarity;
- assess their writing and research processes, evaluating their strengths and weaknesses and applying problem-solving strategies independently to improve these processes;
- compare current writing skills with those required in a variety of university programs and careers, and create an action plan to address identified needs.

Oral Communication

Overall Expectations

By the end of this course, students will:

- demonstrate critical listening and viewing skills by responding thoughtfully and appropriately to oral/visual presentations;
- present ideas, opinions, information, and research clearly, coherently, and effectively in independent and collaborative oral/visual presentations, organizing information according to a specific plan;
- select and use appropriate vocabulary, level of language, and language conventions in a variety of spoken communications;
- participate in group discussions, communicating their points of view clearly and accurately and asking questions to clarify and interpret others' points of view;
- respond critically to oral/visual presentations, recognizing inaccurate or incomplete information and evaluating techniques used.

Specific Expectations

By the end of this course, students will:

Listening Skills

- demonstrate active-listening strategies, working in collaboration with peers, responding to others' oral/visual presentations, and confirming ideas presented with general examples;
- explain speaker's message and intended purpose (e.g., to persuade, to amuse, to inform), determining to what extent techniques used in a presentation (e.g., sound effects, volume, tone) achieve this purpose;

Production and Presentation Skills

- speak effectively and with confidence in a variety of situations for a range of purposes and audiences (e.g., panel discussions, group presentations, speeches), using appropriate vocabulary, level of language, and audio-visual aids and respecting conventions of chosen form;
- apply knowledge of vocabulary and language conventions of standard Canadian English to understand oral/visual presentations and to speak effectively and confidently;
- demonstrate appropriate interview skills, focusing on preparing for the interview, participating in the interview, and following up the interview and paying attention to appearance, non-verbal skills, and use of appropriate level of language;
- use techniques of oral presentation effectively, focusing on content (e.g., coherent organization of material), delivery (e.g., timing, visual aids, body language), and use of rhetorical devices (e.g., anecdotes, rhetorical questions) and paying attention to setting, purpose, and audience;
- support a point of view convincingly in an oral presentation (e.g., review two literary texts of the same genre), applying various persuasive devices (e.g., statistics, examples, quotations, tone, humour) for effect;
- integrate others' suggestions, where appropriate, into individual and collaborative productions;
- deliver a formal presentation on a given topic, synthesizing research and citing relevant evidence;

- use electronic resources (e.g., presentation software, sound effects) effectively to produce audio-visual aids (e.g., video clips, diagrams) that complement presentations;

Vocabulary Skills

- choose appropriate diction, tone, and non-verbal language in formal and informal situations, varying approach to suit setting, purpose, and audience, and using inclusive language;
- apply a variety of strategies to extend vocabulary through use of reference material, with an emphasis on understanding concrete and abstract vocabulary and denotation and connotation of words (e.g., use a thesaurus to find a more precise word to suit context);
- explain similarities and differences between French and English words, phrases, and expressions (e.g., use of the plural, use of prepositions, variations in meaning), and use knowledge of French to extend understanding of unfamiliar terms and expressions;
- demonstrate understanding of specialized vocabulary and language usage appropriate to an academic context, using precise and concise terms in oral presentations and media productions;

Group Skills

- participate in group activities by fulfilling roles as required, preparing for discussion, listening actively, asking questions to clarify understanding, offering constructive criticism to others, demonstrating flexibility and consideration for others' points of view, and working towards consensus;
- plan and organize work (e.g., set and adjust time lines) in consultation with group members;
- demonstrate ability to focus on task and meet deadlines;
- brainstorm solutions and alternative courses of action with others when problems are encountered in group work;
- justify opinions with fluency and clarity in small and large group discussions;

Critical Thinking

- identify inaccurate, inappropriate, or incomplete information in formal and informal oral communications;
- assess appropriateness of content (e.g., ideas, opinions, information) and effectiveness of techniques (e.g., sound effects, props) used in their own and others' oral/visual presentations;
- criticize constructively their own and others' contributions to the shaping, revising, and rehearsing of collaborative presentations and productions;
- assess strengths and weaknesses of collaborative productions, making appropriate changes in consultation with group members;
- identify personal strengths and weaknesses in oral communication skills, and create an action plan to improve them to meet the level of skills required for success in a variety of careers and university programs.

Media Studies

Overall Expectations

By the end of this course, students will:

- design or create original and effective media works to communicate their opinions of ideas, issues, and themes studied in this course, demonstrating understanding of relationships among form, purpose, and audience;
- analyse media works and the way their forms, techniques, styles, and language, as well as industry practices, affect their messages and the impact of their messages;
- assess effectiveness of a variety of media texts in conveying information, justifying criticism with reference to specific features.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- design or create media works that communicate their interpretations of elements of literary works under study (e.g., write a dramatic monologue, portray a Shakespearean character);
- organize information and ideas clearly in media works, according to specific organizational structures and patterns;
- vary format and techniques (e.g., gestures, tone, lighting) used in media works according to form, purpose, and audience, integrating multimedia elements (e.g., Web pages, music) where appropriate and assessing results during process;
- identify and assess effectiveness of techniques (e.g., special effects, angle shots) used by various media (e.g., news broadcasts) to shape their messages and to create an effect;

Investigation and Analysis

- analyse key elements of a variety of media forms to explain why particular forms are used for specific purposes and audiences;
- explain how the forms, techniques, styles, and language used by different media create meaning (e.g., compare the coverage of a current event by a newspaper and a radio station);
- analyse a media text, explaining how content and design convey a message that reflects certain values, and compare these values to their own values and beliefs;
- explain variations in language in different media productions according to context and target audience;
- compare and contrast a literary work with a media production of it, assessing the interpretations of plot, theme, setting, and character in each;
- analyse relationships among media texts, industry practices, and government regulations (e.g., show how the Canadian Radio-television and Telecommunications Commission's guidelines on advertising affect the marketing of a product on television);
- analyse impact of mass media on society, identifying positive and negative influences;
- analyse information from a variety of media texts, making judgements about its accuracy, objectivity, and clarity in each case;

Critical Thinking

- demonstrate understanding of factors that affect reliability of information disseminated in the media;
- demonstrate critical listening and viewing skills by making inferences from verbal and non-verbal messages in media texts (e.g., recognize bias, distinguish between fact and opinion);
- assess portrayal of reality in a media text, comparing and contrasting it with their own point of view about a current issue or event;
- explain choices made in designing or creating their own media works, including problems encountered and solutions devised during the production process;
- assess appropriateness of content and effectiveness of design elements of various media texts (e.g., news reports, documentaries, anti-smoking ads) in conveying messages aimed at specific audiences.

English, Grade 11, College Preparation (EAE3C)

This course emphasizes the reading, writing, oral communication, and media literacy skills needed in college and beyond. Students will interpret and respond critically to contemporary literary and informational texts from Canada and other countries; write business-related, informational, and short creative texts; use business and technical language clearly and correctly in oral and written presentations; interpret and independently and collaboratively design or create media works; and use print and electronic resources to prepare and present a research report.

Prerequisite: English, Grade 10, Applied

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of contemporary informational and literary texts from Canada and other countries, focusing on newspaper and magazine articles, the business report, research report, and essay, as well as the novel, short story, drama, and poetry;
- apply knowledge of genres, forms, and techniques to interpret a variety of informational and literary texts, and explain how organizational structures and conventions help to convey meaning;
- select and use a range of effective reading strategies to construct meaning and analyse texts;
- interpret explicit and implicit ideas, information, and issues in informational and literary texts and reference sources;
- analyse ideas, information, and issues presented in texts in an objective, critical, and open-minded manner, to develop their own point of view.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- explain conventions of business correspondence (e.g., memos, covering letters) and informational texts (e.g., business reports) in terms of purpose and audience;
- explain how organizational patterns (e.g., cause and effect) and other elements of literary texts influence meaning (e.g., explain how the choice of narrator in a novel influences readers' understanding of plot and character);
- explain how rhetorical elements such as literary/stylistic devices (e.g., irony, similes, metaphors) and narrative techniques (e.g., flashback) are used in informational and literary texts to achieve a purpose and to interest an audience;
- determine the point of view (e.g., omniscient, first person, third person) of a text, and explain how it helps readers interpret the text;
- explain how authors and editors use the format and design elements of informational texts to organize content and communicate ideas (e.g., using headings, subheadings, and graphics in a report; placing supplementary information in boxes in magazine articles);

Strategies and Cues

- select and use effective reading strategies to interpret and respond critically to a variety of texts;
- identify main ideas, important supporting ideas, and facts in texts under study;
- paraphrase complex passages in texts to facilitate understanding;
- use the following strategies effectively to preview content of informational texts: read table of contents, glossary, or index; read summary, introduction, foreword, or preface; leaf through pages, looking at illustrations and other graphic elements and reading headings and lists; and notice content of any appendices;

- use the following strategies to interpret technical texts (e.g., consumer reports): read slowly, ask questions, look up unfamiliar words, and pay attention to graphics and numbers;
- verify meaning of specialized vocabulary and expressions, using knowledge of word origins and French vocabulary, referring to appropriate print and electronic resources when necessary;
- identify and interpret words with strong connotations used to create an impression or to influence readers;
- identify and interpret business and technical vocabulary related to certain fields of study (e.g., *font* in computer applications, *policy* in business administration);

Investigation and Analysis

- explain in their own words the thesis or controlling idea of various informational texts (e.g., editorials, personal essays);
- identify words and expressions in informational texts (e.g., career-related articles) and literary texts (e.g., short stories) that serve to perpetuate stereotypes;
- explain advantages and disadvantages of particular sources of information (e.g., accessibility of Internet sites versus danger that Internet sources may contain biased or plagiarized material);
- verify facts (e.g., statistics, numbers, statements) used by an author in a persuasive text by referring to a variety of sources;
- summarize information from a variety of print and electronic sources, citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- analyse similarities and differences in literary works in terms of plot development, theme, setting, and character;
- analyse motivations of main characters in a work of fiction and explain how their motivations lead to certain actions or consequences;
- explain how authors use the relationships among elements of fiction (e.g., plot, setting, character) to develop a theme;
- locate and compare information on literacy and communication skills required by various careers and college programs, referring to a variety of print and electronic resources;

Critical Thinking

- express and support their preferences for particular genres and styles of texts;
- assess ideas and opinions in texts, justifying their responses by explaining their own values, perspectives, and points of view;
- explain values and beliefs conveyed in texts, recognizing the effect of context on both the writing and the interpretation of texts;
- analyse the way authors use rhetorical elements to enhance the meaning of texts;
- analyse ideas, information, and issues presented in texts, making connections with their own personal experiences and prior knowledge.

Writing

Overall Expectations

By the end of this course, students will:

- apply knowledge of forms and techniques to write a variety of informational texts, focusing on business correspondence, a research report, persuasive essay, and résumé, as well as journal responses and short creative texts;
- apply a variety of organizational patterns, transitional devices, and visual aids to communicate clearly and effectively;
- apply the stages of a writing process independently and collaboratively, emphasizing correct use of vocabulary and language conventions when composing and revising, as well as correct formatting when publishing;
- organize ideas and information collected from print and electronic resources according to a logical sequence, citing sources accurately, according to accepted system of documentation;
- support their critical responses to informational and literary texts with valid and relevant research, clearly explaining their inferences and conclusions and avoiding plagiarism.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- record their critical responses to texts, topics, and issues presented or discussed in this course in a journal maintained for this purpose;
- write coherent paragraphs in response to assignments, taking care to respond to specific verb used (e.g., analyse, describe, illustrate, define, evaluate, summarize, explain, compare);
- write a wide range of business correspondence (e.g., letters of complaint, letters of application, thank-you letters following interviews, letters requesting donations, memos, résumés with covering letters), applying appropriate tone, voice, diction, and conventions of form;
- write various forms of informational texts (e.g., research reports, news reports, short essays) with a clear development (e.g., introduction, body, conclusion), in which the introduction and conclusion relate to one another;
- write a multi-paragraph opinion text (e.g., editorial, journal response, personal essay) on a current work-related issue (e.g., pay equity, pros and cons of students working part-time), applying rhetorical devices and citing different types of evidence (e.g., examples, quotations, statistics), avoiding plagiarism, and citing sources accurately, according to an accepted system of documentation (e.g., MLA);
- write short creative texts (e.g., narrative texts, descriptive texts, poetry), using compositional elements (e.g., conflict between two characters) and literary/stylistic devices (e.g., metaphors) to achieve desired effect or purpose;
- use appropriate organizational patterns to present ideas logically (e.g., order of importance, chronological order, comparison and contrast, cause and effect, problem and solution) in informational texts;

- use effectively various persuasive techniques (e.g., repetition, contrast, irony) and evidence from print and electronic resources (e.g., encyclopedias, surveys, specialized publications, websites) to defend their point of view;
- use transitional devices correctly to show purpose, cause and effect, addition, time, comparison, contrast, explanation, and summary in narrative and descriptive texts;
- integrate quotations smoothly into written texts, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation;
- select and use appropriate format and highlighting features (e.g., bold, underlining, italics) to enhance presentation of information, legibility, and visual appeal of business correspondence;
- present information in a visual form (e.g., graph, figure, comparison/contrast chart) to illustrate or highlight an aspect of a prepared report, using word-processing, spreadsheet, or presentation software;

Writing as a Process

- maintain a well-organized writing folder containing samples of their writing in various stages of completeness, including journal responses on career issues and college programs, as well as creative writing;
- use pre-writing activities (e.g., brainstorming, mapping) that are appropriate to form of writing and personal style, independently and effectively;
- determine the form, purpose, intended audience, and focus of writing task;
- outline, develop, and express ideas in draft form;
- revise content, ensuring that ideas are valid, specific, and clear and that arguments are supported with relevant evidence;
- revise texts to ensure the logical and clear sequence of ideas, according to conventions of form used (e.g., newspaper article), by deleting irrelevant information, adding pertinent details, and reordering ideas;
- review and revise their own and peers' work to ensure language conventions, sentence structure, paragraph structure, and development of ideas are appropriate and effective;
- revise their own writing to sustain an appropriate voice, to improve vocabulary and clarity of expression, and to eliminate bias;
- offer constructive criticism and suggestions to peers, and integrate feedback from teacher and peers into revisions of their own texts;
- use appropriate print and electronic resources throughout the writing process to edit for spelling, grammar, and punctuation;
- use electronic resources (e.g., word-processing software) to present a neat and legible text in an appropriate format;

Grammar and Usage, Spelling, and Punctuation

- recognize common Canadian and American spelling conventions (e.g., *colour, color*), and consistently apply Canadian forms;
- spell common words and business, technical, and literary terms correctly, using print and electronic resources to verify spellings;

- demonstrate an understanding of limitations of electronic spell-check programs, using dictionaries to confirm spelling when in doubt;
- use appropriate diction and inclusive language (e.g., non-sexist pronoun references and job titles);
- revise sentences for variety, clarity, and emphasis:
  - construct complex and compound-complex sentences correctly, using conjunctions, phrases, and clauses appropriately and paying attention to parallel structure;
  - ensure pronouns agree with their antecedents;
  - apply correctly the rules of subject-verb agreement, and revise drafts to avoid inappropriate shifts in verb tense;
- apply parallel structures to make grammatical elements match;
- apply conventions of capitalization and punctuation correctly;
- use parentheses and brackets correctly (e.g., use parentheses to enclose supplementary information and brackets around words interjected into quotations);
- demonstrate an understanding that grammar may be used unconventionally for a particular effect (e.g., in advertising);

Research as a Process

- generate ideas from prior knowledge and research to develop content for business, academic, and personal writing (e.g., a report on college programs);
- establish and narrow focus of research, formulating a thesis statement;
- develop a research plan to identify and explore appropriate print and electronic sources of information, considering purpose, audience, and topic, (e.g., differentiate between book reviews from teen magazine and from literary review);
- select and use appropriate websites for research purposes, distinguishing reliable and authentic sources of information from personal opinions and inaccurate information;
- assess ideas, opinions, and information in print and electronic resources for validity and relevance, focusing on accuracy, objectivity (e.g., balance of perspectives), and reliability;
- summarize ideas and record relevant information from a variety of sources, including media texts, in an organized manner (e.g., in flowcharts, webs, or point-form lists), citing sources accurately, according to an accepted system of documentation (e.g., MLA);
- present research in a report (e.g., a report on automobile insurance rates for young adults) that includes the following elements:
  - an opening that explains the purpose of the report and summarizes its findings;
  - a three-point discussion of information collected, methodology used, and supporting evidence or statistics;
  - a conclusion listing recommendations and establishing a connection with opening paragraph;
- use electronic resources (e.g., word-processing programs) effectively to incorporate research into reports and essays, enhancing texts with appropriate graphic and design elements (e.g., headings, graphs, spacing, typefaces);

Critical Thinking

- demonstrate initiative, responsibility, and autonomy in the application of writing and research processes;
- assess validity and reliability of information sources (e.g., websites, articles) before using them for research;
- assess validity of contrasting or divergent points of view while conducting research on an issue, topic, or text;
- compare current writing skills with those required in a variety of college programs and careers, and create an action plan to address identified needs.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen attentively to a variety of oral/visual presentations, identifying purpose, topic, message, and technique;
- use oral communication skills effectively in classroom discussions and more formal presentations and activities, focusing on the appropriate use of business and technical language;
- apply knowledge of specialized vocabulary and language conventions to understand oral/visual presentations and to speak effectively and confidently;
- participate in group activities, expressing views clearly and assuming a variety of roles that help the group achieve its goals in the production of oral/visual presentations;
- assess their own and others' contributions to the production of oral/visual presentations, making necessary revisions during the process.

Specific Expectations

By the end of this course, students will:

Listening Skills

- apply active-listening strategies (e.g., summarizing, making notes) to a variety of presentations (e.g., individual speakers, audio tapes, videotapes) and discussions, adapting listening techniques according to purpose;
- identify speaker's topic, message, purpose, and persuasive techniques (e.g., props, diction) in oral presentations, and evaluate speaker's clarity, volume, and rate of delivery;

Production and Presentation Skills

- speak clearly in formal and informal situations, using vocabulary, tone, and level of language that suit setting, purpose, and audience;
- provide verbal instructions and/or directions to others accurately and precisely;
- present ideas, opinions, information, and research on current topics clearly, coherently, and effectively in formal presentations, selecting an appropriate method of organizing material presented (e.g., simple list, cause and effect);
- demonstrate appropriate interview skills, focusing on preparing for the interview, participating in the interview, and following up the interview and paying attention to appearance, non-verbal skills, and use of appropriate level of language;
- use presentation techniques effectively, focusing on clear organization, relevant examples, appropriate language, repetition for emphasis, projection, pace, body language, and effective technological aids;
- apply and adapt non-verbal techniques (e.g., appearance, posture, gesture, eye contact) in oral presentations, according to setting, purpose, and audience;
- incorporate relevant audio-visual aids (e.g., sound effects, charts, graphs, illustrations) into oral/visual presentations to highlight main points or ideas, using appropriate electronic resources (e.g., audio recordings; word-processing, spreadsheet, or presentation software);

Vocabulary Skills

- apply a variety of strategies to extend vocabulary, using textual cues to understand the figurative, idiomatic, and technical meaning of words and expressions in oral presentations and media productions;
- recognize differences between French and English words, phrases, and expressions, including idiomatic expressions, and use knowledge of French to extend understanding of unfamiliar terms and expressions;
- use inclusive language and precise diction, varying approach to suit setting, purpose, and audience and avoiding words and expressions that perpetuate stereotypes and convey bias;
- recognize and use correctly in oral communications the grammatical structures and other conventions of standard Canadian English;
- demonstrate understanding of specialized vocabulary, applying business and technical terms specific to a particular field of study (e.g., the environment, health services) or medium (e.g., television, newspaper, film) in their own oral and visual presentations;

Group Skills

- participate in group discussions by fulfilling roles as required, preparing for discussion, listening actively, asking questions to clarify understanding, offering constructive criticism to others, demonstrating flexibility and consideration for others' points of view, and working towards consensus;
- plan and organize work (e.g., set and adjust time lines) in consultation with group members;
- demonstrate ability to focus on task and meet deadlines;
- brainstorm solutions and alternative courses of action with others when problems are encountered in group work;
- explain personal points of view with fluency and clarity in small and large group discussions;

Critical Thinking

- assess their own ability to listen and speak in a variety of situations, identifying strategies to improve their effectiveness;
- assess appropriateness of content (e.g., ideas, opinions, information) and effectiveness of techniques (e.g., sound effects, props) used in their own and others' oral/visual presentations;
- compare their oral communication skills with those required in a variety of careers and college programs, and create an action plan to address identified needs.

Media Studies

Overall Expectations

By the end of this course, students will:

- design or create effective media works independently and collaboratively, demonstrating an understanding of the relationships among form, purpose, and audience, as well as the ability to use appropriate technological tools;
- explain how the form, techniques, style, and language of a variety of media texts, as well as industry practices, shape and influence the messages conveyed;
- assess effectiveness of various media works in conveying information, justifying assessments with reference to specific features.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- design or create media works (e.g., photo essays, short videos, newspaper editorials, posters) independently and collaboratively, based on current issues or recent events and respecting the characteristics of the chosen form;
- integrate multimedia elements (e.g., Web pages, music, videos, props) into a collaborative production, assessing their impact during rehearsal/production and making necessary adjustments;
- apply knowledge of conventions and techniques (e.g., use of signs and symbols, format of a news report, use of humour, use of stereotypes) to interpret the messages of media texts;

Investigation and Analysis

- compare key elements of a variety of media forms, explaining why particular forms are used for specific purposes and audiences;
- describe briefly the historical and technical development of a pervasive mass medium (e.g., national newspaper, film, television);
- analyse media texts (e.g., magazine advertisements) to identify explicit and implicit stereotypes, clichés, and values;
- explain differences and similarities in presentation of the same news story within the same medium and among different media (e.g., the treatment of a news story in two newspapers, as well as on television and on radio);
- compare advertisements for different target audiences in a variety of media (e.g., in magazines for teenagers, adult television dramas, and children's shows);
- compare and contrast a work of fiction with a media production of it, assessing the interpretations of plot, theme, setting, and character in each;
- explain use of spoken language (e.g., slang, humour, voice) and non-verbal language (e.g., appearance and gestures of actor) in media texts (e.g., editorials, television series, political ads) to sway audiences or to market products;
- analyse the relationship between industry practices (e.g., marketing, distribution) and audience response to a media work;

Critical Thinking

- analyse information conveyed by various news media for validity and relevance, focusing on accuracy, objectivity, and reliability;
- respond critically to ideas and opinions conveyed in media texts, expressing their own point of view;
- analyse how media images of men and women influence personal attitudes, self-images, and career interests;
- assess appropriateness of content and effectiveness of design elements of various media texts (e.g., news reports, documentaries, anti-smoking ads) in conveying messages aimed at specific audiences.

English, Grade 11, Workplace Preparation (EAE3E)

This course emphasizes the reading, writing, oral communication, and media literacy skills needed in the workplace and daily life. Students will interpret and respond critically to contemporary literary and informational texts from Canada and other countries; write a variety of workplace-related material, as well as texts expressing points of view; examine and apply models of effective oral communication skills for the workplace; interpret and independently and collaboratively design or create media works; and research issues related to the workplace.

Prerequisite: English, Grade 10, Applied

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of contemporary informational and literary texts from Canada and other countries, focusing on opinion texts, reports, business correspondence, short essays, a novel, short stories, poetry, and drama;
- apply knowledge of genres, forms, and techniques to interpret informational and literary texts, and explain how organizational structures and rhetorical elements help to convey meaning;
- apply a range of reading strategies to interpret informational and literary texts;
- identify and explain ideas, information, and issues in informational and literary texts and reference sources, relating them to their personal lives and career goals;
- respond critically to informational and literary texts, supporting their positions convincingly.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- identify defining features of various models of business correspondence (e.g., letters of application, résumés with covering letters) and expository texts (e.g., human interest stories, feature articles, film reviews), and explain how these features help readers understand the letters and other texts;
- demonstrate an understanding of the wording and structure of written agreements (e.g., warranties, conditions of sales, short contracts, car rental leases, insurance coverage);
- explain how writers vary form, vocabulary, and tone in business correspondence and expository texts to communicate different messages to different targeted audiences (e.g., the personnel manager of a high-tech company in a memo to workers, a magazine article aimed at teenagers);
- explain how authors and editors use the format and design elements of informational texts to organize content and communicate ideas (e.g., using headings, subheadings, and illustrations in a report; placing supplementary information in boxes in magazine articles);
- use knowledge of elements of fiction to understand and explain social themes and issues in literary texts;
- explain effects of author's tone (e.g., ironic, serious, tongue-in-cheek) and literary/stylistic devices used in a literary text;
- identify point of view (e.g., distinguish between first and third person) in a literary text and point out advantages and disadvantages of the chosen point of view;

Strategies and Cues

- select and use effective reading strategies to understand the meaning of texts (e.g., scan table of contents, reread);
- highlight main ideas, important supporting ideas, and facts in informational texts to aid in interpretation;
- paraphrase complex passages in texts (e.g., consumer guides, manuals, trade articles) to facilitate understanding;
- use headings and subheadings effectively to preview the content of expository texts (e.g., business reports, résumés, feature articles);
- apply textual and visual cues (e.g., headings, subheadings) to interpret main and secondary ideas in business correspondence and expository texts (e.g., instructional handbooks, pamphlets, business articles);
- select relevant information on a given topic by skimming, scanning, and surveying current publications, research documents, and electronic resources;
- use knowledge of French vocabulary, root words, prefixes, and suffixes to determine the meaning of unfamiliar vocabulary;
- apply a variety of strategies to extend vocabulary through reading, with an emphasis on recognizing synonyms, antonyms, homophones, and homonyms;
- apply knowledge of specialized vocabulary (e.g., in hospitality industry) to further understanding of work-related texts (e.g., pamphlets, instructions, agendas, reports);
- apply textual cues (e.g., punctuation, phonetics) when reading aloud to ensure correct pronunciation and appropriate intonation and speed;
- use print and electronic resources effectively to confirm understanding of unfamiliar words and to define specialized vocabulary related to various fields of work (e.g., public relations, retail businesses);

Investigation and Analysis

- explain in their own words the main and secondary ideas in a variety of informational texts (e.g., editorials, reports);
- research current trends in the workplace (e.g., job openings, working conditions, salaries, tenure), obtaining information from a range of reliable print and electronic resources as well as local organizations;
- analyse a variety of publications (e.g., pamphlets, manuals) and websites to identify job requirements and expectations in fields of work that relate to their personal interests and career goals, and use this material to prepare for job interviews;
- summarize and explain information from a variety of sources related to the requirements for different jobs (e.g., job description, qualifications, salary, future prospects);
- summarize information gathered from a wide range of career-related material to explore issues in the workplace (e.g., benefits and dangers of technology, workplace safety);
- interpret simple charts and results of surveys that relate to their own research, explaining their implications;
- analyse motivations of main characters in a work of fiction and explain how their motivations lead to certain actions or consequences;

- identify similarities and differences among literary works in terms of plot development, theme, setting, and character, relating these elements to their reading preferences;
- interpret elements of fiction in contemporary literary works (e.g., novella, short story, drama, poetry), focusing on works with themes that relate to personal or workplace situations;
- research literacy and communication requirements of a variety of careers and personal interests;

Critical Thinking

- express and support their preferences for particular genres and styles of texts;
- assess ideas, opinions, and information conveyed in texts for accuracy, objectivity, and reliability;
- analyse effectiveness (e.g., compare the strengths and weaknesses) of business texts of the same form (e.g., two or three résumés, reports, or memos);
- distinguish relevant from irrelevant information in print and electronic resources during research;
- demonstrate judgement and logic in organizing information gathered from a variety of print and electronic sources, classifying it clearly (e.g., use graphic organizers).

Writing

Overall Expectations

By the end of this course, students will:

- apply appropriate vocabulary, level of language, and conventions of form in writing a variety of texts for the workplace and for personal expression, including journal responses, business correspondence, a report, and short creative texts;
- select and use an appropriate form to produce written texts for specific purposes and audiences;
- apply a writing process, emphasizing correct use of vocabulary and language conventions when revising and using the appropriate format and design elements when publishing;
- organize ideas and information collected from print and electronic resources, using an outline and citing sources accurately, according to an accepted system of documentation;
- develop and support a point of view in a written text dealing with current issues or work-related topics to suit a specific purpose and audience.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- record their critical responses to texts and topics presented or discussed in this course in a journal maintained for this purpose;
- select and use appropriate organizational structures to present information in written communications;
- compose a variety of paragraphs that illustrate a point through the use of examples;
- justify their opinion (e.g., in a letter to the editor) on a current issue or text under study, using evidence from print and electronic resources;
- write their own résumés based on their assessment of their skills and interests and on personal knowledge, following the conventions of the form;
- respond to job postings (e.g., classified ads, notices on employment centre bulletin boards) by writing a letter of application and a résumé, using conventions of the forms;
- write an informal business report and a variety of business correspondence (e.g., thank-you letters, letters of complaint, letters requesting interviews), choosing the appropriate form, respecting the conventions of the form chosen, and using appropriate level of language;
- write one-paragraph responses to texts that present various work-related issues and situations, identifying problems (e.g., in employer/employee relationships) and generating possible solutions;
- apply knowledge of forms and techniques to write a narrative text or script that focuses on a topic or theme relevant to their lives (e.g., accepting differences, overcoming obstacles, being honest, developing self-esteem);
- write short creative texts (e.g., narrative texts, descriptive texts, poetry), using literary/stylistic devices (e.g., similes, metaphors) effectively to achieve desired effect or response;

- select and use appropriate formatting features (e.g., headings, paragraphing, spacing) for various forms of business correspondence (e.g., letters of application, memos, covering letters) and work-related texts (e.g., agendas, Web pages, promotional material);
- present information in a visual form (e.g., graph, figure, comparison/contrast chart) to illustrate or highlight an aspect of a prepared report, using word-processing, spreadsheet, or presentation software;

Writing as a Process

- maintain a folder containing samples of their writing in various stages of completeness, including journal responses, research notes, and creative texts;
- use pre-writing activities (e.g., brainstorming) as well as ideas and information from personal experience, prior knowledge, and research to generate ideas;
- determine the form, purpose, intended audience, and focus of writing task;
- outline, develop, and express ideas in draft form;
- select and use appropriate structures and patterns to organize written work (e.g., use categories and examples to organize a presentation on employability skills);
- use headings effectively to organize information (e.g., in reports, in résumés), formulating specific headings, keeping headings short, and making headings parallel;
- revise written texts to strengthen content, to improve diction and clarity of expression, and to eliminate irrelevant details;
- offer constructive criticism and suggestions to peers and integrate feedback from teacher and peers into revisions of their own texts;
- demonstrate attention to detail in the editing and publishing of texts, checking and correcting spelling and grammar and ensuring format is appropriate and all relevant formatting features are integrated into text;
- use electronic resources (e.g., word-processing software) to present a neat and legible text in an appropriate format;

Grammar and Usage, Spelling, and Punctuation

- spell common words correctly, using print and electronic resources to verify spellings of unfamiliar words, commonly confused words, and business terms;
- demonstrate an understanding of limitations of electronic spell-check programs, using dictionaries to confirm spelling when in doubt;
- revise vocabulary and level of language to suit context and audience, using inclusive (e.g., gender-neutral) language effectively;
- use various transitional devices (e.g., adverbs, conjunctions, numbers) to connect ideas;
- vary sentence type, structure, and length and word choice for emphasis (e.g., reposition key words);
- identify and correct errors in sentence structure, use of pronouns, pronoun case, verb tense consistency, and subject-verb agreement;
- combine sentences to eliminate needless repetition and to vary sentence structures;
- apply parallel structures to make grammatical elements match;
- apply conventions of capitalization and punctuation correctly;

Research as a Process

- use effectively a variety of strategies (e.g., interest inventory tests) and sources (e.g., the Internet, government agencies, card catalogues) to generate ideas and gather information on future careers and other research topics;
- establish and narrow focus of research, and formulate a specific thesis statement or topic;
- develop a research plan to acquire information for a specific thesis or topic from appropriate print and electronic sources of information, considering purpose and audience;
- select and use appropriate websites for research purposes, distinguishing reliable and authentic sources of information from personal opinions and inaccurate information;
- record and classify information on a service (e.g., an Internet service, the cost of travelling by bus) or product (e.g., fast food) systematically, using various strategies (e.g., Internet bookmark, index card, chart);
- select, paraphrase, summarize, and chart information from a range of print and electronic resources in response to a specific research question, organizing it systematically and eliminating irrelevant details;
- organize ideas and information clearly and in a logical sequence, following a specific format (e.g., the covering letter) or organizational pattern (e.g., order of importance, chronological order);
- present research in a short report (e.g., sales report on food sold in school cafeteria) that includes:
  - an explanation of the purpose of the report;
  - a three-point discussion of information collected, organized under specific headings and with sources cited accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
  - a conclusion listing recommendations;
- use electronic resources (e.g., word-processing or spreadsheet software) effectively to incorporate research into reports and essays (e.g., incorporate charts, use a numbering system, use typefaces consistently, use spacing effectively);

Critical Thinking

- demonstrate initiative and autonomy in the application of writing and research processes;
- identify problem areas in their own and others' written texts, proposing solutions and making recommendations for improvements;
- select appropriate evidence from print and electronic resources to defend a position or to convey information on an issue or work-related topic;
- express their own values, beliefs, and opinions in written texts about personal interests and various work-related issues;
- compare current writing skills with those required in a variety of careers, training courses, and workplace situations, and create an action plan to address identified needs.

Oral Communication

Overall Expectations

By the end of this course, students will:

- apply active-listening strategies in a variety of situations, focusing on the comprehension of instructions and directions;
- use oral communication skills effectively in classroom discussions and formal presentations, focusing on using appropriate level of language;
- use appropriate vocabulary and language conventions in oral communications;
- demonstrate ability to work with others, fulfilling different roles and tasks involved in group activities;
- assess their own and others' ability to listen and speak effectively in a variety of situations.

Specific Expectations

By the end of this course, students will:

Listening Skills

- demonstrate the ability to listen actively to classroom discussions and formal presentations by questioning to focus attention and extract information and by repeating or paraphrasing what was said;
- identify speaker's purpose, message, and tone in oral presentations;

Production and Presentation Skills

- speak clearly to communicate information and express opinions, adjusting vocabulary and varying level of language according to setting, purpose, and audience;
- present an oral report based on research related to a personal or career interest, presenting information in a clear and logical order;
- demonstrate appropriate interview skills, focusing on preparing for the interview, participating in the interview, and following up the interview, paying attention to appearance, non-verbal skills, and use of appropriate level of language;
- apply correct tone, pronunciation, and grammatical structures when speaking on a given topic;
- incorporate relevant audio-visual aids (e.g., sound effects, charts, graphs, illustrations) into oral/visual presentations to highlight main points or ideas, using appropriate electronic resources (e.g., audio recordings; word-processing, spreadsheet, or presentation software);

Vocabulary Skills

- demonstrate ability to extend vocabulary through reading and listening (e.g., keep a personal list of significant new words), and by applying knowledge of French words, phrases, and expressions;
- integrate vocabulary related to different fields of work into oral presentations and media texts, using diction that is clear, accurate, and precise;
- analyse word choices in various media, recognizing words that contain bias and stereotypes;

Group Skills

- participate in group activities, assuming a variety of roles and accomplishing tasks that contribute to the achievement of group goals in the production of oral/visual presentations;

- demonstrate ability to focus on task and manage time efficiently;
- use appropriate techniques to communicate effectively in groups (e.g., prepare for discussions, restate and paraphrase information, ask questions to confirm understanding, contribute additional information, summarize discussions, work towards consensus);
- respond to others' ideas in a positive manner, offering constructive suggestions;
- explain personal points of view clearly and fluently in small and large group discussions;

Critical Thinking

- analyse oral/visual presentations, identifying speaker's topic, message, and purpose and making judgements about presentation techniques used (e.g., sound effects, props), as well as vocabulary and language conventions used;
- make connections between ideas presented and their own points of view, agreeing or disagreeing constructively and respectfully;
- compare their oral communication skills with those required in a variety of workplace settings, and create an action plan to address identified needs.

Media Studies

Overall Expectations

By the end of this course, students will:

- design or create a media work based on ideas, issues, and themes studied in this course, respecting the characteristics of the chosen form and using appropriate and effective techniques to convey their messages;
- identify messages communicated in a range of media texts, focusing on values conveyed, as well as possible stereotypes and clichés;
- explain how ideas and opinions conveyed in media texts affect their personal lives.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- design or create a media work based on ideas, themes, and issues studied in this course (e.g., design a poster that illustrates the theme of a book read in this course and that promotes the book), making connections among form, purpose, and audience;
- apply knowledge of conventions (e.g., logical presentation of material) and techniques (e.g., charts, videos, overhead projection) and use appropriate print and electronic resources (e.g., surveys, websites) to present research collected for business reports;
- integrate vocabulary related to different fields of work into media texts (e.g., instructional videos), using appropriate tone;
- integrate multimedia elements (e.g., Web pages, music, videos, props) into a collaborative production, assessing the impact of these elements during rehearsal/production stage and making necessary adjustments;
- describe and compare key elements of a variety of media forms (e.g., theme or character in print and film versions of a story);

Investigation and Analysis

- identify main and secondary ideas in media texts (e.g., films, posters), explaining their purpose and identifying targeted audience;
- interpret a text or a production in a particular medium (e.g., film, advertisement, television show), making connections with other texts, personal experiences, and prior knowledge;
- explain differences and similarities in presentation of the same news story within the same medium and among different media (e.g., the treatment of a news story in two newspapers, as well as on television and on radio);
- analyse relationship between industry practices (e.g., marketing, distribution) and target audience's choices and preferences (e.g., with respect to popular films, fashion trends, fast-food restaurants);
- explain impact of technology (e.g., faxes, cellular phones, voice mail, e-mail, the Internet) on the workplace environment (e.g., ability to work from home, information overload, long-distance access to clients);

Critical Thinking

- assess validity of ideas and information presented in media texts (e.g., criticize an advertisement claim), supporting point of view effectively with research;
- identify the effect mass media have on their daily lives, assessing the influence of various media on their behaviour, values, and beliefs;
- analyse how media images of men and women influence personal attitudes, self-images, and career interests;
- assess appropriateness of content and effectiveness of design elements of various media texts (e.g., news reports, documentaries, anti-smoking ads) in conveying messages aimed at specific audiences.

English, Grade 12, University Preparation (EAE4U)

This course consolidates the reading, writing, oral communication, and media literacy skills needed in university and beyond. Students will analyse and assess literary and informational texts from Canada and other countries; write an academic essay, a research paper, short reports, informational texts, and creative texts; present opinions and information clearly and effectively in oral presentations; analyse and design or create media works; and research, synthesize, and organize information to support a thesis.

Prerequisite: English, Grade 11, University Preparation, or Canadian Literature, Grade 11, University/College Preparation

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- apply knowledge of genres, forms, and techniques to analyse and assess ideas, themes, concepts, and arguments in literary and informational texts from Canada and other countries, focusing on the following genres: novel, short story, drama, poetry, newspaper/magazine article, and essay;
- analyse how organizational structures and rhetorical elements are used by authors of literary and informational texts to communicate meaning and to create desired effects;
- adjust reading strategies according to purpose of reading to further their interpretations of increasingly complex texts;
- analyse literary and informational texts in terms of their cultural, historical, and social contexts, supporting their analyses with research synthesized from a range of primary and secondary sources;
- assess explicit and implicit ideas, themes, concepts, and arguments in literary texts, essays, and articles, justifying their positions with specific references.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- analyse and assess the ways organizational patterns in literary and informational texts influence meaning (e.g., compare use and effectiveness of inductive and deductive organizational patterns in two essays; explain how interior monologues or alternating points of view affect a work's message);
- describe use of language and syntax in literary and informational texts, analysing how these elements influence meaning (e.g., how precise vocabulary and order of clauses in a sentence help to persuade readers of the truth of a statement);
- deduce author's intent or purpose by analysing use of rhetorical elements (e.g., literary/stylistic devices) in literary texts (e.g., Shakespearean tragedies) and in informational texts (e.g., feature articles, essays, science reports);
- analyse use of figurative language in various forms of poetry, and assess its effectiveness (e.g., how symbols and imagery enhance theme);
- analyse how organizational structures and patterns of newspaper and magazine articles and persuasive texts enhance arguments presented;
- analyse design elements of texts, assessing their impact on content and their effect on a reader's interpretation of material (e.g., analyse the design layout of a magazine article);

Strategies and Cues

- apply various reading strategies to construct meaning from literary and informational texts, using in particular their knowledge of syntax, semantics, and literary/stylistic devices;

- demonstrate ability to use textual cues and the nuances, imagery, precision, and power of individual words to identify and explain different levels of meaning in texts studied;
- select appropriate reading strategies, including knowledge of French, to understand and interpret texts of increasing abstraction and structural complexity;
- demonstrate understanding of complex written instructions for academic purposes, answering questions or developing topics according to key verb used in assignments;
- use print and electronic resources effectively to define and understand unfamiliar words, recognizing elements particular to Canadian diction and use of non-standard Canadian English (e.g., idioms, dialects, colloquialisms);

Investigation and Analysis

- analyse elements of fiction (e.g., plot, theme, setting, character) in terms of text's cultural, historical, and social contexts (e.g., the Great Depression);
- analyse critics' opinions about literary texts, themes, or trends, comparing and contrasting them with their own opinions;
- analyse ideas and information presented in texts from Canada and other countries in terms of the author's cultural perspective;
- synthesize research from a range of reliable primary and secondary print and electronic resources to support their analyses and assessments of literary and informational texts, making connections with prior knowledge, other readings, and other disciplines and avoiding plagiarism, citing all sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- demonstrate ability to manage information from a range of sources for personal and academic purposes;
- research literacy and communication skills required by fields of work and university programs of their choice;

Critical Thinking

- demonstrate ability to discern and accommodate diverse points of view in literary and informational texts;
- assess ideas and information contained in newspaper, magazine, and research articles for validity and relevance, focusing on their accuracy, objectivity, and reliability;
- explain how diction can have positive and negative effects on communication;
- assess validity of a writer's thesis, effectiveness of techniques used, and whether writer has achieved his or her purpose;
- analyse perspectives and opinions expressed by authors in a variety of literary texts, as well as issues presented in a variety of newspaper, magazine, and research articles, and explain how the values and beliefs expressed and discussed in these texts have influenced their own values and beliefs.

Writing

Overall Expectations

By the end of this course, students will:

- apply knowledge of organizational principles to convey ideas and information clearly and coherently in literary and informational texts that focus on analysis, argumentation, and research, including an essay, a research paper, newspaper and magazine articles, and creative texts;
- incorporate appropriate rhetorical elements from literary texts under study into their own creative writing to achieve a specific purpose and to interest a specific audience;
- apply the various stages of a writing process, using analytical and critical thinking skills to revise their texts for clarity, coherence, and unity;
- convey ideas and information on literary texts or current issues in a research paper as part of an independent study project, citing primary and secondary sources accurately, according to an accepted system of documentation;
- demonstrate the abilities to develop and support a thesis convincingly and to assess and revise their own and others' written theses, improving coherence and logic.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- record their critical responses to texts, topics, and issues presented or discussed in this course in a journal maintained for this purpose;
- write short essay answers in response to questions on literary texts under study, referring to key passages to justify their opinions;
- write an essay conveying their interpretation and analysis of literary texts and including the following elements:
  - a concise introduction that features a general statement, a lead-in sentence to the topic, and a thesis statement that clearly states the writer's position;
  - body paragraphs that:
    - support the thesis with examples, quotations, and other evidence from primary and secondary sources, with all sources cited accurately, according to an accepted system of documentation (e.g., MLA);
    - contain arguments that incorporate various points of view, including a counter-argument;
  - a concluding paragraph that summarizes the writer's position;
- write a research paper on a current topic, issue, or theme, synthesizing ideas and information from a range of print and electronic resources and paying attention to the following components: effective general statement, clear thesis, convincing supporting arguments with relevant evidence and with all sources cited according to an accepted system of documentation, and an effective summary or conclusion;
- write short reports and articles on current issues (e.g., critical reviews, editorials, feature articles), applying appropriate level of language and conventions of form;

- select and use appropriate forms in which to produce expressive works, integrating rhetorical and literary/stylistic devices and using texts under study as models (e.g., write poems, dramatic scenes, short stories);
- use a range of organizational and transitional devices to show relationships between ideas and to ensure coherence, according to a chosen organizational pattern (e.g., induction, deduction, analogy);
- smoothly incorporate relevant quotations into essays and short essay-type answers, making necessary grammatical changes, avoiding plagiarism, and citing all sources accurately, according to an accepted system of documentation;
- revise diction, voice, and style according to form, purpose, and audience, using inclusive language and appropriate level of language;
- present information in a visual form (e.g., graph, table) to illustrate or highlight an aspect of a prepared report, using word-processing, spreadsheet, or presentation software;

Writing as a Process

- maintain a well-organized and complete writing folder that contains work in progress and completed products that show an awareness and developing mastery of the knowledge and skills required to complete this course and undertake university courses, and that are also related to their career interests;
- apply a writing process, using problem-solving strategies independently and collaboratively to improve written texts;
- determine clearly the form, purpose, intended audience, and focus;
- use pre-writing activities to explore possible content (e.g., brainstorm; consult peers, experts, and teachers; generate ideas and information from print and electronic resources);
- outline, develop, and express ideas in draft form;
- revise drafts to strengthen content (e.g., reconcile different perspectives, reinforce arguments with compelling evidence, increase complexity of controlling idea), to improve organization (e.g., ensure critical concepts are connected to theme or thesis, reorder arguments for coherence and impact), to improve clarity, and to ensure an effective style;
- consult peers and teacher and use findings and feedback to change, expand, reformulate, or delete ideas and to improve organization, clarity, and style;
- use appropriate print and electronic resources throughout the writing process to edit for spelling, grammar, and punctuation;
- select appropriate design elements (e.g., headings, graphs, spacing, typeface) to enhance the clarity and visual appeal of written texts;
- proofread and make final corrections;
- use electronic resources to format and publish written work and to share texts with an audience (e.g., by posting it on school's website);
- use feedback from evaluation to assess effectiveness of writing process used and of their own written texts;
- apply newly acquired knowledge and skills to future writing and publishing activities;

Grammar and Usage, Spelling, and Punctuation

- use knowledge of spelling patterns and print and electronic resources to confirm spellings and usage of specialized and academic vocabulary, paying attention to conventions of standard Canadian English;
- demonstrate an understanding of limitations of electronic spell-check programs, using dictionaries to confirm spelling when in doubt;
- use appropriate diction and level of language, as well as inclusive language;
- use coordinate, subordinate, and correlative conjunctions correctly in a variety of sentence patterns to clarify meaning and to show relationships;
- recognize and use correctly the present and past subjunctive forms of verbs to express speculation, wishes, and indirect demands;
- use pronoun case, number, and person correctly, avoiding gender bias;
- manipulate language conventions for originality, emphasis, and effect, avoiding clichés, colloquialisms, and pretentiousness;
- revise sentences for clarity, precision, and correctness, recognizing sentence errors, inconsistencies, illogical connections, and faulty punctuation;
- apply parallel structures correctly (e.g., use same grammatical and syntactical form for items in a list);
- use punctuation correctly and thoughtfully to clarify meaning, for emphasis, and for rhythm (e.g., read written work aloud to ensure sentences are punctuated as they are intended to be heard);
- use commas correctly with restrictive and non-restrictive words, phrases, and clauses;
- demonstrate an understanding that grammar may be used unconventionally for a particular effect (e.g., in advertising, in poetry) and for character development (e.g., in fiction, in drama);

Research as a Process

- generate a specific research question related to an idea, opinion, or issue discussed in a text under study in this course;
- identify purpose for writing and information needs, and develop a focused research plan to acquire information and ideas from primary and secondary sources;
- formulate and refine a thesis statement by making inferences, exploring divergent points of view, and reviewing ideas and information generated from prior knowledge and research;
- assess validity and relevance of research material from print and electronic resources, focusing on accuracy, objectivity, reliability, clarity, and consistency;
- vary types of research selected (e.g., illustrations, facts, quotations) for persuasive effect;
- use electronic resources effectively to collect, record, organize, and convey research in an independent study project, paying attention to the following components of the research paper: title page, table of contents, appendices, and bibliography;
- paraphrase and summarize ideas and arguments found in research articles in essays, avoiding plagiarism and citing all sources accurately, according to an accepted system of documentation (e.g., MLA);
- integrate references smoothly into texts, coherently linking them to thesis and other main ideas;

- use appropriate electronic resources (e.g., word-processing, spreadsheet, or presentation software) to incorporate graphic and design elements that will clarify and enhance presentation of research;

Critical Thinking

- support their opinions about current issues, texts under study, media works, or business topics in a written text, using a variety of persuasive devices (e.g., appropriate quotations, analogies) and appropriately documented research material;
- assess effectiveness of their own and others' written work, focusing on organization and clarity;
- identify recurring errors and stylistic weaknesses in their writing, and apply a variety of problem-solving strategies independently (e.g., consult style guides) to improve their writing skills;
- compare current writing skills with those required for success in university programs and careers of their choice, and create an action plan to address identified needs.

Oral Communication

Overall Expectations

By the end of this course, students will:

- demonstrate critical listening and viewing skills by responding thoughtfully and appropriately to oral/visual presentations, assessing validity of ideas and information;
- produce original and effective independent and collaborative oral/visual communications, based on research and analysis of literary and informational texts under study;
- select and use appropriate vocabulary, level of language, and language conventions in a variety of spoken communications, with a focus on sustaining an effective style;
- participate effectively in group activities, communicating ideas and information clearly and accurately, respecting others' points of view, and negotiating solutions and courses of action;
- assess relevance of ideas and information presented, techniques used, and overall effect of their own and others' oral/visual communications.

Specific Expectations

By the end of this course, students will:

Listening Skills

- apply critical listening skills, asking pertinent questions and challenging or extending the ideas of others;
- listen critically to oral presentations to identify the effective communication skills of other speakers and to offer constructive criticism and suggestions to peers;
- explain a speaker's thesis, supporting arguments, and organizational patterns, and assess validity of ideas and information communicated;

Production and Presentation Skills

- speak effectively and with confidence in a variety of situations for a range of purposes and audiences, using appropriate vocabulary, level of language, language conventions, and audio-visual aids;
- demonstrate appropriate interview skills;
- convey in formal and informal presentations (e.g., seminars, prepared responses to questions) their own analysis and criticism of elements of literary and informational texts under study, integrating opinions from secondary sources;
- integrate research, opinions, and information from a variety of sources, including other oral/visual presentations and media texts, into a formal presentation, varying approaches, rhetorical and literary/stylistic devices, and types of evidence for emphasis and effect, and avoiding plagiarism, crediting and/or citing sources accurately;
- use effective strategies to plan and present oral/visual communications, researching information and ideas, organizing their materials, and rehearsing and revising their presentations as appropriate;
- use techniques of oral/visual presentations effectively, focusing on organization and using supporting evidence, imagery, analogy, parallel structures, participatory activities, and audio-visual aids;
- demonstrate flexibility in meeting audience's needs and preparedness for audience's questions (e.g., by inviting and considering questions, responding thoughtfully);
- use electronic resources effectively to produce audio-visual aids (e.g., video clips, diagrams) that complement presentations;

Vocabulary Skills

- analyse the impact of word choice in oral communications, identifying stated and implied messages and demonstrating the ability to discern the nuance, power, and beauty of individual words;
- explain differences between French and English words, phrases, and expressions, including idiomatic expressions, and use knowledge of French to extend understanding of unfamiliar terms and expressions;
- communicate ideas and information fluently and confidently in formal presentations, making effective use of specialized vocabulary where appropriate and choosing words for their clarity, precision, accuracy, and effect, and to suit setting, purpose, and audience;

Group Skills

- structure tasks, roles, and time lines for collaborative oral/visual presentations in consultation with group members, demonstrating flexibility and a willingness to cooperate;
- demonstrate ability to focus on task and meet deadlines;
- apply effective group skills such as leading and contributing to productive discussions, generating possibilities and recommending directions, connecting ideas and arguments to other knowledge, making inferences, and assessing the process used to reach conclusions;
- apply problem-solving approaches to various stages of collaborative oral/visual presentations, generating alternatives to improve form and content;
- defend a personal point of view to others with fluency and clarity in small and large group discussions, respecting and acknowledging differences of opinion;

Critical Thinking

- assess ideas presented in formal and informal situations for accuracy, appropriateness, and relevance;
- assess and revise their own and others' presentations, evaluating to what extent content, language, and techniques used suit purpose and audience;
- criticize constructively their own and others' contributions to all stages of the production of independent and collaborative work, assessing needs and suggesting improvements;
- identify personal strengths and weaknesses in oral communication skills, and create an action plan to improve them to meet the level of skills required for success in the careers and university programs of their choice and in community life.

Media Studies

Overall Expectations

By the end of this course, students will:

- design or create original and effective media works to communicate their opinions of ideas, issues, and themes examined in this course, supporting their views convincingly with well-documented research;
- demonstrate an understanding of a variety of media works by analysing content, techniques, and industry practices;
- assess reliability of content and effectiveness of techniques used in media works, supporting their opinions with reference to specific features.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

– design or create coherent media works that communicate ideas, opinions, and information on a text, assigned topic, or issue, according to a specific organizational structure;

– vary formats and techniques, including multimedia elements where appropriate, to design or create original and effective media works, paying attention to form, purpose, and audience, assessing the effect of the work, and making adjustments where necessary;

– assess effectiveness of a variety of media texts in achieving their desired effects, focusing on form and techniques and keeping in mind the target audiences;

Investigation and Analysis

– analyse the way content, language, and visual features in media works work together to influence a viewer's/reader's response;

– compare and contrast a work of fiction with a media production of it, and suggest alternative interpretations of various elements (e.g., plot, theme, setting, character);

– identify and explain the conditions that affect media industry practices such as the financing, production, marketing, and distribution of media works;

– analyse how form, language, and techniques used in media works convey social and political messages (e.g., compare advertisements promoting healthy living with those marketing fast foods, cigarettes, and alcohol);

– synthesize research on the effect of mass media (e.g., the influence of television on politics) from a variety of print and electronic resources, ensuring that material used is objective and reliable;

Critical Thinking

- assess validity and relevance of information communicated through mass media, focusing on accuracy, objectivity, reliability, clarity, and consistency;
- assess different interpretations of a similar topic or issue as presented in various media works, identifying the ways in which mass media shape our perceptions of events;
- analyse the techniques used to convey explicit and implicit messages in media works;
- demonstrate an appreciation for the artistic effect of various techniques (e.g., fading in and out) in media texts;
- assess effectiveness of own and others' media works, offering constructive suggestions to improve future creations.

English, Grade 12, College Preparation (EAE4C)

This course consolidates the reading, writing, oral communication, and media literacy skills needed in college and beyond. Students will analyse and assess literary and informational texts from Canada and other countries; write a short essay, a business report, informational texts, and short creative texts; use specialized business and technical language effectively in oral and written presentations; analyse and independently and collaboratively design or create media works; and prepare a research paper, using primary and secondary source material.

Prerequisite: English, Grade 11, College Preparation, or Canadian Literature, Grade 11, University/College Preparation

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of contemporary informational and literary texts from Canada and other countries for different purposes, focusing on the opinion text, report, research paper, business/occupational publication, essay, novel, short story, drama, and poetry;
- apply knowledge of genres, forms, and techniques to analyse and make judgements about a variety of informational and literary texts, assessing ideas, information, issues, themes, and styles;
- adjust reading strategies to comprehend texts that are characterized by complex ideas and sophisticated business and technical vocabulary;
- analyse informational and literary texts in terms of their cultural, historical, and social contexts, supporting their analysis with research from a variety of sources;
- analyse ideas, information, and issues presented in informational and literary texts and reference sources in an objective, critical, and open-minded manner, assessing their validity and relevance.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

– analyse content, format, and design elements of informational texts, determining to what extent they achieve a specific purpose and target a specific audience;

– analyse how language is used in various ways to communicate ideas, information, and arguments effectively (e.g., assess the effectiveness of plain language in examples of business and technical writing);

– analyse how organizational patterns (e.g., chronological order, comparison and contrast) and rhetorical elements (e.g., hyperbole, symbolism) in informational and literary texts enhance meaning;

– analyse the elements of fiction in literary texts, explaining the connection between the author's purpose and the literary/stylistic devices used;

– analyse the design elements of texts, assessing their impact on the content and their effect on the reader's interpretation of the material (e.g., analyse how the design layout of a magazine article emphasizes certain information);

Strategies and Cues

– select and use reading strategies according to purpose for reading, type of reading material, and amount of time available;

– use various cues (e.g., textual, syntactic) to identify the thesis or main points of informational texts (e.g., newspaper editorials);

– skim, scan, and survey various electronic sources (e.g., websites, CD-ROMs) to pinpoint sections containing pertinent facts and information;

– use knowledge of word origins and French vocabulary to understand specialized vocabulary and expressions in increasingly complex texts;

- identify idioms, slang, and other characteristics of Canadian diction used to achieve a specific effect (e.g., to enhance characterization, to establish setting or tone) in informational and narrative texts, referring to print and electronic resources to verify the meaning of unfamiliar words;
- apply various reading strategies to interpret stated and implied meanings of words, with an emphasis on discerning the nuance, precision, and impact of individual words;

Investigation and Analysis

- infer the main idea or argument presented in a text by analysing supporting details and arguments;
- compare ideas, values, and perspectives in texts, explaining the techniques used to convey their meaning and to convince readers of their validity;
- connect ideas and information in texts under study to those in other texts, to personal experiences, or to historical or current events;
- analyse literary texts in terms of their cultural, historical, and social contexts, and explain how understanding the contexts helps readers interpret these texts;
- explain how the atmosphere, tone, and style of a literary work contribute to the work's theme, demonstrating an understanding of the elements of fiction;
- research literacy and communication requirements of various careers and college programs of their choice;

Critical Thinking

- justify their preference for particular authors' works, citing key passages to support their position;
- assess the validity of ideas, opinions, and information in print and electronic texts (e.g., websites) to determine their relevance for research purposes;
- demonstrate an understanding of the principles of argumentation by evaluating arguments in various opinion texts;
- demonstrate appreciation of diverse points of view in their exploration of current issues in informational and literary texts, explaining the influence of personal and cultural values of both authors and readers;
- analyse the elements of style and types of language used in a variety of informational and literary texts, and assess their value as models for their own writing.

Writing

Overall Expectations

By the end of this course, students will:

- convey ideas and information clearly and persuasively in a variety of written texts, focusing on business correspondence, short persuasive essays, a research paper, a business report, newspaper and magazine articles, and short creative texts;
- apply organizational patterns and techniques that will communicate ideas and information effectively to suit topic, purpose, and audience;
- apply the stages of a writing process to revise formal and informal writing, individually and collaboratively, focusing on use of appropriate language conventions and design elements to convey information clearly, precisely, and comprehensively;
- convey information gathered from primary and secondary print and electronic resources in a research paper, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation;
- assess ideas and arguments in their own written texts and in research material for relevance, persuasiveness, logic, impact, unity, and coherence.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- record their critical responses to texts, topics, and issues presented or discussed in this course in a journal maintained for this purpose;
- write short essay-type answers using coherent paragraphs in response to specific questions, choosing organizational patterns (e.g., compare and contrast, example and illustration) according to the requirements of the question;
- write a business report or proposal and business correspondence, choosing styles of presentation and features that are appropriate for topic, purpose, and audience;
- write newspaper/magazine articles on current events or issues (e.g., feature articles on sports, editorials), choosing organizational structure and level of language appropriate to topic, purpose, and audience;
- write an argumentative essay to defend opinions convincingly, effectively using rhetorical elements and persuasive techniques (e.g., forceful repetition, rhetorical questions, sentence inversion) found in texts under study, and effectively using different types of research material (e.g., statistics, examples, surveys) as evidence;
- write a research paper on a current topic, issue, or theme, including the following elements: effective introduction, clear thesis, convincing supporting arguments and relevant evidence, and effective summary/conclusion;
- write short creative texts (e.g., narrative texts, descriptive texts, poetry), integrating a variety of literary/stylistic devices (e.g., tone, mood, imagery) to achieve desired effect or purpose;

- use appropriate organizational patterns to present ideas logically (e.g., order of importance, chronological order, cause and effect, problem and solution, induction/deduction) in essays and reports;
- use appropriate structures and patterns to organize expressive writing and multimedia presentations (e.g., present events leading to a crisis chronologically in a script);
- use transitional devices effectively to show relationships between ideas and between sentences and paragraphs, and to ensure a smooth flow;
- present information in a visual form (e.g., graph, table) to illustrate or highlight an aspect of a prepared report, using word-processing, spreadsheet, or presentation software;

Writing as a Process

- maintain a well-organized writing folder containing samples of their writing in various stages of completion, including research on careers and college programs and drafts of creative texts;
- use pre-writing activities (e.g., brainstorming, mapping, reading about and researching a topic) that are appropriate to form of writing and personal style, independently and effectively;
- determine the form, purpose, intended audience, and focus of writing task;
- outline ideas in drafts, revising as necessary to ensure smooth and logical flow of ideas;
- revise content, ensuring that ideas are valid, specific, and clear and that arguments are supported with relevant evidence;
- revise their own and peers' texts to improve vocabulary and to ensure accuracy, clarity, coherence, comprehensiveness, correct use of conventions, and effective writing styles;
- offer constructive criticism and suggestions to peers, and integrate feedback from teachers and peers into revisions of their own texts;
- use electronic resources effectively to compose, revise, format, and publish texts;
- select appropriate design elements (e.g., headings, graphs, spacing, typeface) to enhance the clarity and visual appeal of written texts;

Grammar and Usage, Spelling, and Punctuation

- use print and electronic resources to vary diction and to integrate business, technical, and literary terms into written texts as appropriate;
- spell correctly common words and business, technical, and literary terminology;
- demonstrate an understanding of limitations of electronic spell-check programs, using dictionaries to confirm spelling when in doubt;
- eliminate wordiness and revise vocabulary in sentences to ensure clarity and precision;
- use appropriate diction and level of language, as well as inclusive language;
- use active and passive voices correctly;
- apply all rules of pronoun case and number correctly, revising drafts to ensure consistency in use of pronouns;
- use coordinate, subordinate, and correlative conjunctions and other connectives correctly to show logic and to combine ideas;
- apply parallel structures correctly (e.g., use same grammatical form for items in a list, use imperative consistently when writing instructions);
- revise sentences for sentence errors and misplaced modifiers, focusing on correct use of punctuation to achieve clarity and for stylistic effect;

- identify and correct errors in punctuation and capitalization, paying attention to conventions of form (e.g., addresses, titles, abbreviations);

Research as a Process

- generate a specific research question related to an idea, opinion, or issue discussed in a text under study in this course;
- identify purpose for writing and information needs, and develop a focused research plan to acquire information and ideas from primary and secondary sources;
- develop a detailed research plan (e.g., critical path) to identify and explore appropriate print and electronic sources of information, considering topic, purpose, and audience;
- select and assess information from primary and secondary sources on the basis of its validity and relevance, focusing on accuracy, objectivity, clarity, and consistency;
- synthesize ideas and information gathered from print and electronic resources in point form, organizing content clearly, eliminating irrelevant information, avoiding plagiarism, and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- organize ideas and information according to form and purpose, adjusting headings and order when necessary and applying the conventions of the chosen form;
- present research in a research paper, paying attention to conventions of the form (e.g., title page, table of contents, appendices, bibliography) and including the following elements;
  - an introduction that sets out a thesis statement and summarizes findings;
  - an appropriately organized discussion of research collected, methodology used, and supporting evidence and/or statistics;
  - a conclusion that connects the findings to the thesis statement;
- quote, paraphrase, and summarize findings, avoiding plagiarism and citing all sources accurately, according to an accepted system of documentation;
- use electronic resources effectively to incorporate research into reports and essays, clarifying and enhancing texts with appropriate graphic and design elements (e.g., use word-processing, spreadsheet, or presentation software to incorporate headings and charts);

Critical Thinking

- demonstrate initiative, responsibility, and autonomy in the application of writing and research processes;
- support their opinions about current issues, texts under study, media works, or business topics in a written text with relevant, appropriately documented research (e.g., statistics, case studies) synthesized from a variety of print and electronic resources;
- identify recurring errors in their writing and apply a variety of problem-solving strategies (e.g., consult style guides) to improve their writing skills;
- compare current writing skills with those required for success in college programs and careers of their choice, and create an action plan to address identified needs.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen critically to a variety of formal and informal presentations, identifying and assessing purpose, thesis, and organizational patterns used;
- use oral communication skills effectively in classroom discussions and more formal presentations and activities, focusing on appropriate use of business and technical language;
- select and use appropriate vocabulary, level of language, and language conventions in formal and informal presentations;
- participate effectively in group activities, communicating ideas and information clearly and accurately, respecting others' points of view, and negotiating solutions and courses of action;
- assess relevance of ideas and information communicated in their own and others' oral/visual presentations, and make judgements about effectiveness of techniques used and overall impact.

Specific Expectations

By the end of this course, students will:

Listening Skills

- apply a variety of active-listening strategies to enhance comprehension of oral presentations (e.g., take notes, paraphrasing main ideas and other information; confirm meaning by asking questions; add own ideas and provide examples to further discussion);
- identify main and secondary ideas in oral/visual presentations, assessing the effectiveness of rhetorical elements and persuasive techniques used to convey a message;
- listen critically to oral presentations to identify the effective communication skills of other speakers and to offer constructive criticism and suggestions to peers;

Production and Presentation Skills

- speak confidently and fluently, using inclusive language and adapting level of language to setting, purpose, and audience;
- demonstrate appropriate interview skills;
- plan and deliver effective independent and collaborative oral/visual presentations, using appropriately credited and/or documented research to support their theses;
- explain research findings clearly and logically in oral/visual presentations (e.g., seminars);
- use various persuasive techniques effectively in defending a point of view in formal and informal presentations;
- use presentation techniques effectively, focusing on clear organization, use of parallel structures, inclusion of evidence that supports thesis, inclusion of audience-participation activities, review and summary of material presented, and effective tone of delivery;
- demonstrate flexibility in meeting audience's needs and preparedness for audience's questions (e.g., by inviting and considering questions, responding thoughtfully);

- use appropriate electronic resources to produce relevant audio-visual aids (e.g., video clips, charts, graphs, illustrations) to clarify and enhance oral/visual presentations and to summarize or highlight key points or ideas;

Vocabulary Skills

- apply a variety of strategies to extend vocabulary, with an emphasis on nuance and precision in the use of business and technical terminology;
- explain similarities and differences between French and English words, phrases, and expressions;
- adapt vocabulary, syntax, register, and voice (e.g., volume, pitch, pause) in oral presentations according to setting, purpose (e.g., to entertain, to inform), and audience, using appropriate levels of language and conventions of standard Canadian English;
- demonstrate understanding of specialized vocabulary related to specific fields of study or careers of their choice, applying a variety of strategies and cues to interpret increasingly complex ideas and information;
- eliminate wordiness in formal presentations, revising vocabulary for clarity, precision, accuracy, and effect;

Group Skills

- take an active role in group discussions, making positive and productive contributions (e.g., help generate ideas, contribute information, ask questions to confirm understanding);
- manage time efficiently, meeting deadlines and making necessary adjustments in consultation with other group members;
- use individual and collaborative problem-solving strategies effectively in response to questions and instructions related to a variety of assigned tasks;
- defend a personal point of view to others with fluency and clarity in small and large group discussions, respecting and acknowledging differences of opinion;

Critical Thinking

- assess content of oral/visual presentations, focusing on its currency, reliability, and validity;
- assess their own ability to listen and speak in a variety of situations, identifying strategies to improve their effectiveness;
- assess appropriateness and effectiveness of techniques (e.g., graphics, multimedia elements) used in oral/visual presentations;
- assess advantages and disadvantages of various forms of communication in achieving a specific purpose (e.g., speaking is immediate and faster than writing; speaking uses non-verbal cues);
- compare current oral communication skills with those required for success in careers and college programs of their choice and in community life, and create an action plan to address identified needs.

Media Studies

Overall Expectations

By the end of this course, students will:

- design or create effective media works independently and collaboratively, demonstrating an understanding of the relationships among form, purpose, audience, and production techniques, as well as the ability to use appropriate technological tools;
- analyse connections among form, audience, production techniques, and industry practices to explain how various media texts communicate meaning;
- assess validity of ideas and information conveyed in various media works and effectiveness of techniques used, citing specific examples and supporting their assessment with reference to specific features.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- design or create media works (e.g., taped interview, radio ad) independently or collaboratively, based on ideas, issues, and themes examined in this course, respecting the characteristics of the chosen form, applying techniques specific to the medium (e.g., camera angles, sound effects), and establishing a particular mood and tone;
- integrate multimedia elements and use technological resources effectively to present information clearly and accurately in a media work (e.g., promotional video, website), assessing the effect of these elements and resources during production and making necessary adjustments;
- explain how forms, styles, and production techniques in media works are used to convey messages with social or ideological implications;

Investigation and Analysis

- identify target audiences of two or more media works, explaining how the producers' awareness of the target audience affects the form and content of the works;
- compare and contrast a work of fiction with a media production of it, and suggest alternative interpretations of various elements (e.g., plot, theme, setting, character);
- identify and analyse stated and unstated assumptions in media works;
- synthesize information from media texts for research purposes, assessing the validity and authenticity of information gathered before selecting material that is relevant;
- analyse a media work (e.g., advertisement) in terms of its content, language (e.g., vocabulary, tone, level of language), visual features, and production techniques;
- analyse the connections between media/communication industry practices (e.g., marketing, distribution) and government regulations (e.g., assess the effects of Canadian-content regulations on local radio and television programming);
- analyse how spoken language and non-verbal techniques (e.g., colour, music) are used to produce specific responses in readers/viewers;

Critical Thinking

- assess validity and relevance of information conveyed by various news media, focusing on accuracy, objectivity, reliability, clarity, and consistency;
- assess effectiveness of various persuasive devices and techniques used in media works (e.g., music, camera angle) in achieving the producers' goals (e.g., to market a product, to change viewers' opinions);
- explain positive and negative effects of a particular medium on society;
- respond critically to ideas and opinions conveyed in media works, supporting and justifying their own point of view;
- assess effectiveness of own and others' media works, focusing on the rationale for choices made during production process.

English, Grade 12, Workplace Preparation (EAE4E)

This course consolidates the reading, writing, oral communication, and media literacy skills needed in the workplace and daily life. Students will interpret and respond critically to contemporary literary and informational texts from Canada and other countries; write short reports, business correspondence, and work-related opinion pieces; demonstrate effective communication skills for the workplace; interpret and independently and collaboratively design or create media works; and use research gathered from print and electronic resources in a short report.

Prerequisite: English, Grade 11, Workplace Preparation

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read and demonstrate an understanding of a range of contemporary informational and literary texts from Canada and other countries, focusing on the business report, business correspondence, articles from trade publications, editorials, short essays, a novel, short stories, drama, and poetry;
- apply knowledge of genres, forms, organizational structures, rhetorical elements, techniques, and conventions to interpret informational and literary texts, explaining how elements of form and style influence meaning;
- adjust reading strategies to understand meaning of a variety of informational and literary texts and research material;
- interpret and analyse ideas, information, issues, and themes that are related to the workplace or their personal lives and career goals in a variety of informational and literary texts and research sources;
- assess validity and relevance of ideas, opinions, and information expressed in informational and literary texts and reference sources, relating them to context of the text, values of the authors, and their own views.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- identify and describe the form, purpose, and audience of a wide variety of informational and literary texts;
- interpret results of surveys (e.g., consumer reports);
- demonstrate an understanding of content and structure of various legal documents (e.g., apartment leases, car leases, employment contracts);
- assess various forms of business correspondence, articles from current publications, and other informational texts in terms of content, form, language (e.g., vocabulary, tone), design elements, and overall effect;
- identify techniques (e.g., choice of words) used to convey points of view in informational texts and business correspondence;
- explain how persuasive devices (e.g., addressing the reader directly, citing evidence, using humour, using exclamatory sentences) are used in various business texts, articles from current publications, and other informational texts (e.g., editorials, essays, promotional material) to produce specific responses in readers;
- explain how authors and editors use design elements to organize content and communicate ideas (e.g., explain the use of sidebars in informational texts);
- interpret themes of a variety of literary texts (e.g., a contemporary novel, short stories, a modern drama, poetry), explaining how various literary/stylistic devices used by the author (e.g., foreshadowing, flashback) clarify meaning and enhance the reader's response;

Strategies and Cues

- select and use effective strategies to understand meaning of texts (e.g., preview indexes and appendices in books, reread texts, consult reference sources, draw on background knowledge);
- use a range of self-monitoring and self-correction strategies (e.g., rereading, slowing down) when reading, varying approach according to purpose (e.g., for entertainment, for research) and type of text;
- use knowledge of French vocabulary, root words, prefixes, and suffixes to determine meaning of unfamiliar vocabulary;
- select appropriate sources of information for a resource project by skimming, scanning, and surveying a variety of current publications, research documents, and electronic resources;
- use a variety of reading strategies (e.g., knowledge of context, knowledge of French) to identify meaning of figurative and idiomatic expressions in literary texts;
- use print and electronic resources effectively to confirm understanding of unfamiliar words and to define specialized vocabulary related to various fields of work;

Investigation and Analysis

- interpret and assess explicit and implicit ideas, information, and issues in informational and literary texts (e.g., compare articles on similar topics and identify inconsistencies or ambiguities in the texts; assess effectiveness of the ending of a story or play in relation to plot, theme, or characters);
- interpret graphs, charts, and other visual cues in informational texts (e.g., article on market trends, Statistics Canada survey on the effects of changing demographics on retail or restaurant businesses, report on the dangers of cross-medication), relating findings to the ideas and information in those texts;
- apply various research strategies (e.g., note-taking, interviewing experts) to examine current trends in the workplace (e.g., pros and cons of contract work) and global issues (e.g., the environment, famine, poverty);
- interpret informational texts related to trends in the workplace and employability skills;
- synthesize ideas and information gathered from research on a work-related issue (e.g., medical coverage, retirement savings plans, salary negotiations), to develop and support their own point of view on the issue;
- demonstrate effective job searching and job preparation strategies (e.g., setting goals, developing skills, promoting themselves, obtaining an interview) in pursuit of their own interests and career goals;
- explain how the context (e.g., cultural, historical, social) of a text influences the reader's interpretation of the text;
- analyse elements of a work of fiction, biography, or autobiography that deals with ideas or issues related to the workplace or their own lives (e.g., conflict resolution, connection between work and lifestyle, honesty and ethics in the workplace), citing key passages to support their opinions;

- analyse elements of literary texts (e.g., plot, theme, setting, character in a contemporary novel) in terms of their own and others' experiences, demonstrating sensitivity for various cultural perspectives;
- compare and contrast the elements of fiction in two literary works, paying attention to themes (e.g., defining success, accepting oneself, overcoming barriers) that relate to their own lives and/or workplace situations;
- research literacy and communication requirements of a variety of careers and personal interests;

Critical Thinking

- assess validity of ideas and information communicated in a variety of sources (e.g., Internet sites, news articles, editorials, handbooks), identifying bias, inconsistencies, and ambiguities;
- assess ideas and information in business publications and work-related texts in terms of their validity and relevance, focusing on accuracy, objectivity, reliability, clarity, consistency, and logic;
- assess effectiveness of style (e.g., use of rhetorical and literary/stylistic devices) in various literary texts, citing key passages and providing examples to support opinions;
- demonstrate judgement and logic in managing information related to their career goals, gathered from a variety of print and electronic sources;
- analyse how an author's choice of words, tone, and style of writing reveals the author's values and beliefs.

Writing

Overall Expectations

By the end of this course, students will:

- write with clarity, precision, and correctness for the workplace and for personal expression in a variety of forms, including journal responses, short reports, a business plan, persuasive letters, and short creative texts;
- adjust content, organizational structure, and style according to form, purpose, and audience;
- apply a writing process, focusing on revising texts for accuracy and clarity and paying attention to detail;
- present well-organized research on a topic related to personal or career interests in a short report, using the conventions of the form, avoiding plagiarism, and citing all sources accurately, according to an accepted system of documentation;
- support an opinion on a current issue or work-related topic, using evidence from various print and electronic resources.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- record their critical responses to texts and issues presented or discussed in this course in a journal maintained for this purpose;
- write clear and well-organized explanatory paragraphs, enhancing their explanations by offering relevant facts or statistics, specific examples, comparisons, contrasts, or supported reasons;
- select and use appropriate structures and patterns to organize information in written communications;
- write various forms of business correspondence (e.g., letters or memos filing a complaint, placing an order, or declining a request for funding) and creative texts (e.g., narrative text, descriptive text, poetry), respecting the conventions of the chosen forms and varying content according to purpose and audience;
- use appropriate level of language in various kinds of business correspondence (e.g., demonstrate courtesy and encouragement in refusing a job applicant);
- write a business plan for a small business, including a description of the business, its target market, proposed financing and staffing arrangements, and anticipated outcomes and profit;
- write a short report based on research collected, paying attention to format and level of language;
- develop and support a point of view convincingly in a persuasive text in response to a print or media text on a workplace-related issue (e.g., write an opinion paper on privacy and security of personal information on the Internet);
- integrate rhetorical and literary/stylistic devices based on models studied in class into persuasive letters and creative texts;
- integrate clear and appealing textual and visual aids (e.g., headings, highlights, charts) into texts to clarify information and enhance presentation, using appropriate word-processing, spreadsheet, and desktop publishing software;

Writing as a Process

- maintain a well-organized writing folder containing samples of their writing in various stages of completeness, including journal responses, research notes, and drafts of creative texts;
- use informational and literary texts as models for their own texts in writing for specific purposes and audiences;
- use pre-writing activities to generate ideas (e.g., brainstorm, explore print and electronic resources);
- determine the form, purpose, intended audience, and focus of writing task;
- outline, develop, and express ideas in draft form, using appropriate organizational patterns (e.g., cause and effect, problem and solution);
- use headings effectively to organize information (e.g., in reports, in résumés), formulating specific headings, keeping headings short, and making headings parallel;
- revise content of their own written texts for accuracy and clarity, adding relevant details, integrating researched information and quotations from print and electronic resources, reordering ideas, and strengthening connections between ideas;
- revise their own texts to improve vocabulary and to maintain an appropriate voice and style;
- offer constructive criticism and suggestions to peers, and integrate feedback from teachers and peers into revisions of their own texts;
- demonstrate attention to detail in editing and publishing texts, adhering to conventions of form and language;
- use appropriate electronic resources (e.g., word-processing, spreadsheet, or presentation software) to present information clearly and to enhance written texts (e.g., use typefaces consistently, use spacing effectively, highlight passages, incorporate graphs);

Grammar and Usage, Spelling, and Punctuation

- spell common words and specialized vocabulary related to the workplace correctly;
- demonstrate an understanding of limitations of electronic spell-check programs, using dictionaries to confirm spelling when in doubt;
- adapt vocabulary and level of language to audience, focusing on a workplace context and use of inclusive language (e.g., gender-neutral terms);
- demonstrate understanding of specialized vocabulary in various publications (e.g., newspapers, business and technical publications) and research documents by integrating these terms into their own written texts;
- use transitional devices correctly in increasingly complex sentences;
- vary sentence type, structure, and length and word choice for emphasis;
- use parallel structures correctly to improve clarity (e.g., use same grammatical form for items in a list, use imperative consistently when writing instructions);
- identify and correct errors in punctuation and capitalization, paying attention to conventions of form (e.g., addresses, titles, abbreviations);

Research as a Process

- investigate potential research topics by formulating questions and exploring a variety of print and electronic resources;
- establish and narrow focus of research, and formulate a specific thesis statement or topic;
- identify information needs, purpose, and audience;
- develop a research plan to gather ideas and information from appropriate print and electronic resources;
- select and use appropriate print and electronic resources (e.g., government pamphlets, encyclopedia, television documentaries, websites, CD-ROMs) to locate focused information;
- select, paraphrase, summarize, and chart information from print and electronic resources in response to a specific research question and according to their research plan;
- document research collected from print and electronic resources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- synthesize information gathered from various print and electronic sources, organizing it systematically and eliminating irrelevant details;
- present research (e.g., on labour market conditions) in a short report that includes a title page, table of contents, and reference list, as well as the following elements:
  - a summary of the main points to be presented in the report;
  - an introduction that explains the focus of the report, the research process used, and other relevant background information;
  - a detailed discussion of research collected, organized under specific headings and subheadings, with all sources cited accurately, according to an accepted system of documentation;
  - a conclusion that includes a list of recommendations;
- use appropriate electronic resources (e.g., word-processing, spreadsheet, or presentation software) to clarify and enhance presentation of research material and to integrate graphic and design elements (e.g., charts, tables);

Critical Thinking

- demonstrate judgement by selecting information from print and electronic resources that is relevant to topic being researched, current, and reliable;
- demonstrate problem-solving skills in the writing and research processes (e.g., by identifying alternative approaches, adapting plans when obstacles are encountered);
- establish logical connections between findings and recommendations and cite evidence to reinforce those connections;
- express well-reasoned ideas and opinions in written texts about employment and career issues;
- correctly identify problems and errors in their own and others' written texts, suggesting solutions and corrections;
- compare their current writing skills with those required in a variety of careers, training courses, and workplace situations, and create an action plan to address identified needs.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen critically to group discussions and oral presentations to assess validity and relevance of ideas, opinions, and information expressed;
- participate in class discussions and deliver formal presentations in a clear and confident manner, focusing on the use of accurate language and tone appropriate to the workplace;
- use vocabulary, level of language, and diction appropriate to setting, purpose, and audience, and use inclusive language;
- contribute productively and constructively to group activities, respecting others' ideas and opinions and acknowledging their contributions;
- assess ideas, opinions, and information expressed in their own and others' oral communications for validity and relevance, focusing on accuracy, objectivity, reliability, clarity, and consistency.

Specific Expectations

By the end of this course, students will:

Listening Skills

- apply a variety of active-listening strategies to enhance comprehension of oral presentations (e.g., take notes, paraphrasing main ideas and other information; confirm meaning by asking questions; add own ideas and provide examples to further discussion);
- listen critically to oral presentations to identify effective communication skills of other speakers and to offer constructive criticism and suggestions to peers;

Production and Presentation Skills

- speak confidently in a variety of situations, organizing ideas coherently and using diction and language conventions that are appropriate to setting, purpose, and audience;
- demonstrate appropriate interview skills;
- speak clearly and concisely to communicate information and express opinions (e.g., in a seminar on safety in the workplace), adjusting vocabulary for precision, presenting ideas in a logical sequence, and eliminating irrelevant details and rambling sentences;
- explain research findings clearly and logically in oral/visual presentations (e.g., seminars);
- use tone and level of language appropriate to the workplace in a multimedia presentation of a business report;
- adapt pace and intonation in a variety of speaking situations to clearly convey purpose and meaning, demonstrating ability to pronounce new words accurately;
- use a variety of persuasive techniques (e.g., examples, repetition, imperative sentences) to support a point of view in formal presentations and short oral responses;
- use appropriate electronic resources to produce relevant audio-visual aids (e.g., video clips, posters, charts, graphs, illustrations) to clarify and enhance oral/visual presentations and to summarize or highlight key points or ideas;

Vocabulary Skills

- demonstrate ability to extend vocabulary through reading and listening, and by applying knowledge of French words, phrases, and expressions;

- apply knowledge of prefixes, suffixes, root words, and non-verbal language to understand literal, figurative, idiomatic, and/or technical meanings of terms used in oral presentations and media productions;
- demonstrate understanding of newly learned words and specialized vocabulary by integrating them into conversations, discussions, and formal presentations;
- explain how word choices in various media texts (e.g., news reports, government pamphlets, anti-smoking ads) reflect the intention of the producer or author (e.g., to sell, to instruct, to convince), recognizing terms that convey bias and stereotypes;

Group Skills

- assume different roles involved in group work, focusing on assigned tasks and respecting and acknowledging others' ideas, opinions, and contributions;
- contribute positively and productively to group activities (e.g., listen actively, help to set priorities, negotiate a time line, record and assess key information, summarize a discussion, suggest compromises or other ways the group can arrive at a consensus, complete assigned tasks on time);
- apply effective problem-solving skills to group work problems (e.g., define focus and purpose of group activity, propose a next step);
- explain personal points of view clearly and fluently in small and large group discussions;

Critical Thinking

- assess their own and others' oral/visual communications, focusing on appropriateness of content and effectiveness of presentation techniques (e.g., tone, voice, gestures) and their impact on audience's response;
- respond critically to oral presentations and media texts on social issues that affect their lives (e.g., gender equity), identifying terms and expressions that are biased, inconsistent, or ambiguous and suggesting more effective alternatives;
- compare current oral communication skills with those required for success in a variety of workplace and community settings, and create an action plan to address identified needs.

Media Studies

Overall Expectations

By the end of this course, students will:

- design or create media works based on ideas, issues, and themes examined in this course, respecting characteristics of chosen form and using level of language and techniques appropriate to form, purpose, and audience;
- analyse media texts in terms of form, purpose, audience, and industry practices, identifying messages and values presented and relating them to their personal values and beliefs;
- assess effectiveness of production and presentation techniques used in various media works, supporting their opinions by citing specific examples and suggesting improvements where appropriate.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- design or create an effective media work (e.g., a script or a video about a first day at work or a job performance review) independently or collaboratively on a topic related to personal or career interests, using their knowledge of the characteristics of media forms, audiences, and industry practices (e.g., marketing, distribution);
- create a media text that effectively promotes a product or service (e.g., classified ad selling a used car, video promoting a school program), incorporating persuasive techniques (e.g., quotations, addressing the audience directly) appropriate to form, purpose, and audience;
- use language, audio/visual techniques, multimedia elements, and other technological resources effectively to present information clearly and accurately in a media work (e.g., promotional video, Web page), assessing their impact during the production stage and making necessary adjustments;
- explain how key elements of a variety of media forms are used to enhance messages (e.g., the way language is used in advertising to influence consumers);
- identify persuasive techniques used in a variety of media (e.g., advertisements in newspapers and on television and radio) by various groups (e.g., corporations, governments) to influence an audience's emotions, ideas, values, and actions;

Investigation and Analysis

- extend their understanding and knowledge of current issues and events by analysing the ideas and information in a range of media texts (e.g., websites, newspaper reports, business articles, documentaries);
- compare and contrast two or more productions in a particular medium to determine the one that is most effective in communicating its message;
- analyse various media interpretations of specific issues or events related to the workplace, comparing and contrasting them with their own interpretations;
- explain how public relations techniques are used by government organizations, corporations, and institutions to target specific audiences and create positive images;

- research collaboratively the various advertising strategies used by a well-known company or organization to promote a service or product to a specific audience (e.g., a charity's fundraising activity, a local festival, a fast-food chain, a local supermarket, a local car dealership);
- research advertising regulations and determine to what extent particular advertisements (e.g., for health products, Internet services, or cars) meet prescribed regulations;
- explain how advertising contained in various media (e.g., in newspapers and magazines, on the Internet) can influence individuals' values, beliefs, and actions;
- explain how popular-culture environments (e.g., theme parks, fast-food restaurants) affect lifestyles and values in society, analysing the role media play in promoting these environments;
- explain how technology has affected the workplace environment;

Critical Thinking

- assess ideas, opinions, and information conveyed in media texts (e.g., news clips, advertising) on social issues that affect their lives (e.g., health and fitness) on the basis of accuracy, objectivity, reliability, clarity, and consistency;
- demonstrate ability to elicit and manage information from a range of media texts for personal, career, and academic purposes, assessing validity and relevance of information gathered on the basis of their own knowledge and experience;
- analyse portrayal of careers in various media texts;
- analyse the way persuasive devices and techniques (e.g., camera angle, music) are used in media works to convey messages for specific purposes and to specific audiences;
- assess and revise their own media works with regard to appropriateness of content, effectiveness of style and design elements, use of audio/visual aids (e.g., sound tracks, flip charts), and use of technology (e.g., Internet resources, video cameras) in conveying messages aimed at specific audiences.

Canadian Literature, Grade 11, University/College Preparation (EAT3M)

This course emphasizes the interpretation of and critical response to literary texts from a variety of Canadian cultural and regional traditions. Students will analyse the forms, themes, and stylistic elements of these texts, and produce critical and creative responses to them in expressive works, essays, a research report, oral/visual presentations, and a media work. An important focus will be the ability to learn independently by applying appropriate reading, research, and writing processes, and critical thinking skills.

Prerequisite: English, Grade 10, Academic or Applied

Interpreting Literary Texts

Overall Expectations

By the end of this course, students will:

- analyse a wide range of Canadian literary texts from contemporary and historical periods and from diverse cultural and regional traditions, including novels, short stories, drama, and poetry;
- demonstrate an understanding of the way form and style are used to communicate ideas, issues, and themes and to create an effect in literary texts;
- analyse issues and themes in Canadian literary texts, focusing on their contexts and applying ideas contained in a variety of related works of literary criticism.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- apply knowledge of genres and forms to interpret a variety of texts;
- compare and contrast form, content, and style in two or more texts that deal with a similar theme;
- make connections among form, content, and style in a variety of texts, explaining significance or effect of rhetorical elements such as alliteration, allusion, anecdote, antithesis, assonance, hyperbole, imagery, irony, metaphor, mood, onomatopoeia, oxymoron, personification, point of view, pun, rhetorical question, rhyme, rhythm, satire, simile, symbol, tone, and understatement;
- assess effectiveness of various authors' styles in a variety of works in the same genre;
- assess diction and literary/stylistic devices used in texts for their effectiveness in communicating meaning and enhancing impact, citing specific passages to justify their assessments;
- analyse the way various techniques (e.g., lighting, camera angles) used in live performance or media productions of literary works enhance the effect of the works;

Investigation and Analysis

- confirm their interpretation of texts by reviewing and analyzing key passages and by researching the works' social, cultural, or political contexts;
- analyse the way a particular author develops a theme in two or more texts or excerpts (e.g., two short stories by Morley Callaghan), citing key passages to support their interpretation;
- analyse the way two or more works (e.g., two poems, a film and a novel) deal with the same theme (e.g., the search for identity, the quest for self-knowledge);
- make connections between compositional elements of a literary text (e.g., "The Painted Door" by Sinclair Ross) and the text's cultural, social, historical, or geographical context;
- compare and contrast major themes, issues, and perspectives in literary texts from a single Canadian cultural tradition (e.g., Native, Jewish);
- apply ideas and theories in works of literary criticism (e.g., essays, critical reviews, articles) to expand their own interpretations of literary texts under study.

Responding to Literary Texts

Overall Expectations

By the end of this course, students will:

- produce critical and creative responses to texts under study in a variety of forms, including journal responses, a literary essay, a research report, persuasive texts, stories, poetry, oral/visual presentations, and a media work;
- analyse the ways in which literary works affect individual perceptions and social values.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- record, in a journal maintained for this purpose, their critical and creative responses to texts under study and those read for personal interest;
- write a literary essay that conveys their interpretation of texts under study (e.g., compare and contrast works with similar themes);
- write a research report that synthesizes information on a specific theme or author in Canadian literature;
- write persuasive texts (e.g., short essay-type answers, critical reviews) that express and justify a point of view about an issue, topic, or text under study, supporting their theses with relevant evidence, including specific references to texts under study;
- produce effective creative writing in various genres (e.g., short story, poetry) and forms (e.g., free verse), integrating literary/stylistic devices and features of texts under study into their work;
- produce original oral/visual presentations on themes and issues dealt with in literary texts under study, using research to expand their interpretation and paying attention to content, organization, diction, and delivery;
- design or create a media work (e.g., comparative chart, dramatization of a passage) that conveys their interpretation of one or more compositional elements of fiction in a text under study;
- organize ideas and information presented in written texts according to a specific organizational pattern, using transitional devices to make logical connections;
- integrate literary/stylistic devices and newly learned vocabulary from texts under study into their own written texts, oral presentations, and media works, keeping in mind form, purpose, and audience;
- use precise vocabulary and appropriate level of language in written texts and oral presentations, avoiding clichés, superfluous words, and generalizations;
- incorporate smooth-flowing quotations and examples from primary and secondary sources into their own written texts, oral presentations, and media works, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- integrate audio-visual aids effectively into oral/visual presentations to create specific effects and to convey ideas clearly and coherently;

Critical Thinking

- compare compositional elements of a literary text with those of a media production of the text (e.g., compare the development of plot, theme, and/or character in Mordecai Richler's novel *The Apprenticeship of Duddy Kravitz* and in the film based on it);
- compare their own values, attitudes, and beliefs to those expressed in texts under study;
- describe the effect works of literary criticism have had on their own interpretation of texts under study;
- explain how themes of works under study relate to current issues;
- explain significance of literature in Canadian society.

Demonstrating Independent Learning Skills

Overall Expectations

By the end of this course, students will:

- apply appropriate reading strategies independently to interpret a variety of texts read for academic and personal purposes;
- apply research strategies independently, consulting and evaluating a broad range of print and electronic resources to extend their interpretation and analysis of literature;
- apply the various stages of a writing process independently and collaboratively, focusing on the correct use of vocabulary and language conventions to ensure unity, clarity, and coherence;
- assess their own strengths and weaknesses in all stages of the reading, research, and writing processes, and apply problem-solving strategies to improve their communication skills.

Specific Expectations

By the end of this course, students will:

Reading as a Process

- use pre-reading strategies to understand literary texts (e.g., research regional and historical contexts before reading a novel);
- interpret textual cues and organizational patterns to understand and confirm meaning of texts;
- apply knowledge of compositional and rhetorical elements to further interpretation and appreciation of texts;
- use knowledge of French vocabulary, root words, prefixes, suffixes, and diction used by various cultures to interpret new vocabulary in literary texts;
- demonstrate the ability to extend vocabulary through reading, with an emphasis on understanding specialized language and abstract ideas related to the study of literature;

Research as a Process

- generate ideas from prior knowledge and research to develop content for critical responses to literary texts under study;
- narrow topic and establish focus of research;
- collect and paraphrase information from reliable primary and secondary print and electronic resources, eliminating irrelevant details and synthesizing information in response to a specific research question;
- evaluate information collected from print and electronic resources for authenticity, reliability, objectivity, currency, and logic, recognizing that evidence can be interpreted from many different points of view;
- synthesize ideas and information gathered from a range of print and electronic resources;
- organize research according to a specific organizational structure, using headings and subheadings;
- incorporate research appropriately into the production of a literary essay, a research report, persuasive texts, and oral presentations, annotating the research, avoiding plagiarism, and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);

- integrate ideas and concepts from works of literary criticism into their analyses, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation;
- incorporate quotations and definitions of literary terms into their own written texts, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation;

Writing as a Process

- maintain a well-organized and complete writing folder containing creative prompts, works in progress, and final products that show an awareness and developing mastery of the knowledge and skills required to complete this course;
- apply independently the stages of a writing process to produce written texts for academic and creative purposes;
- select and use effective organizational patterns to present ideas logically;
- adapt literary/stylistic devices and vocabulary used in their own written texts to form, purpose, audience, and content;
- revise their own and others' written texts, offering constructive criticism and suggestions to peers and integrating feedback from teachers and peers to revise their own texts;
- revise drafts to sustain an appropriate voice, to improve vocabulary and clarity of expression, and to eliminate bias;
- proofread and edit their own and others' written texts, referring to print and electronic resources when necessary;
- use electronic resources effectively (e.g., word-processing or desktop publishing software) to produce legible and visually appealing texts in appropriate formats;

Grammar and Usage, Spelling, and Punctuation

- independently monitor and correct their use of language conventions, referring to print and electronic resources when necessary to verify spelling, grammar, and usage, and observing common conventions of standard Canadian English;
- write clear, accurate, and complete sentences and use the following strategies to vary sentence structure for effect:
  - change the order of words (e.g., to create loose, periodic, balanced, or inverted sentences);
  - incorporate appositive, prepositional, and verbal phrases;
  - apply parallel structures to make grammatical elements match;
  - use appropriate subordinate, coordinate, and correlative conjunctions to combine sentences and ideas;
- correctly spell newly learned vocabulary, integrating it into their own written texts;
- use appropriate punctuation and capitalization in written texts;

Critical Thinking

- make inferences, predict outcomes, and ask relevant questions during reading process to interpret and analyse texts;
- assess print and electronic resources for objectivity, authenticity, and accuracy;
- use writing as a thinking tool to organize and give shape to their ideas about and responses to Canadian literary texts.

Communication in the World of Business and Technology, Grade 11, Open (EAB3O)

This course emphasizes business and technical writing for specific purposes and audiences. Students will analyse, interpret, and assess a range of business and technical communications and reference material; write effective and persuasive correspondence, reports, articles, and media scripts; make effective use of print and electronic research resources; and deliver effective oral and multimedia presentations. An important focus will be the effective use of technology for research purposes and to produce and enhance texts and presentations.

Prerequisite: English, Grade 10, Academic or Applied

Investigating Business and Technical Communications

Overall Expectations

By the end of this course, students will:

- identify characteristics and qualities of effective written, oral/visual, and multimedia business and technical communications, including reports, business correspondence, and informational texts from print and other media;
- apply a variety of reading, listening, and research strategies to understand the form, purpose, intended audience, and content of a variety of business and technical communications;
- assess the effectiveness of a variety of business and technical communications in terms of form, purpose, audience, and content.

Specific Expectations

By the end of this course, students will:

Analysing Business and Technical Communications

- identify characteristics of a variety of effective business and technical communications;
- identify qualities of effective business and technical communications, including accuracy, accessibility, comprehensiveness, clarity, and conciseness;
- identify business and technical communication needs and expectations of different types of audiences (e.g., experts, managers, technicians, employees, general public);
- explain organizational patterns of business and technical communications (e.g., sequential, chronological, spatial, comparison and contrast, order of importance, cause and effect, problem and solution) and the advantages and disadvantages of choosing a particular pattern for a specific purpose and audience;
- explain how meaning, clarity, and impact of business and technical communications are enhanced by the use of specific organizational patterns, graphics, and technologies (e.g., diagrams, charts, illustrations, photographs, animation, sound clips);
- explain how the language, diction, and conventions of effective models of business and technical communications enhance accuracy, clarity, and conciseness;
- identify organizational elements of business and technical reports and other informational texts (e.g., tables of contents, headings, appendices, indexes, glossaries), and explain the purposes of each;
- identify how a variety of electronic and technological resources can be used to enhance the clarity and appeal of business and technical communications;

Understanding Business and Technical Communications

- select and use appropriate strategies to understand a variety of business and technical communications (e.g., read headings to preview content of a report, generate questions after viewing a training video);
- demonstrate active listening skills during oral/visual presentations, asking questions to clarify information and paraphrasing to confirm understanding;
- explain main and secondary ideas and other information in articles from specialized publications and trade magazines;

- apply knowledge of specialized vocabulary to understand business and technical communications, referring to print and electronic resources and French terminology when necessary to clarify meaning;
- apply various forms of communications technology (e.g., telephone, the Internet) to research fields of study that make extensive use of business and technical communications;
- synthesize ideas and information gathered from print and electronic resources, including French-language business and technical material;
- research, and synthesize information gathered on, the business and technical communication skills required for success in a variety of careers and university, college, or training programs of their choice;

Critical Thinking

- assess validity and relevance of information in a variety of print and electronic resources, focusing on its accuracy, objectivity, and reliability;
- compare and contrast various business and technical communications (e.g., from the arts, science, business, and communications fields), analysing their effectiveness in terms of form, purpose, audience, and content;
- assess effectiveness of the organization and format of a variety of models of business and technical communications, including the way electronic resources (e.g., spreadsheet or presentation software) have been used or could be used to enhance clarity of material presented;
- analyse presentation techniques used in oral communications for their effectiveness;
- assess effectiveness of different types of diagrams, charts, and graphics in terms of their purpose, visual appeal, and ability to enhance clarity of material presented.

Creating Business and Technical Communications

Overall Expectations

By the end of this course, students will:

- produce effective business and technical communications in a variety of forms, including business correspondence, reports, newspaper/magazine articles, oral/visual presentations, and media texts, and for a variety of audiences;
- develop and deliver effective oral presentations that incorporate and demonstrate business and technical communication skills;
- apply the stages of a writing process individually and collaboratively to produce a variety of well-organized and clear business and technical communications;
- use technology appropriately to clarify meaning and enhance impact of business and technical communications;
- assess their own and others' business and technical communications, determining to what extent technology has been used to clarify content and enhance impact of intended message.

Specific Expectations

By the end of this course, students will:

Producing Business and Technical Communications

- apply knowledge of the characteristics, qualities, forms, and organizational patterns of business and technical communications to produce a variety of effective business and technical communications;
- write various forms of business correspondence (e.g., letters of request, responses to inquiries, memos, résumés), using appropriate level of language and conventions of form;
- write a variety of short reports (e.g., progress report, incident report), respecting conventions of the forms;
- write a research report, presenting facts and information according to a specific outline, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- write a newspaper/magazine article describing a current issue in business and technology, using articles from business, technology, and trade publications as models;
- present research findings on the business and technical communication skills required in various postsecondary programs and careers in both written and oral/visual forms;
- design or create a media work (e.g., advertisement, brochure) on a work-related theme or issue, focusing on the relationships among form, purpose, and audience;
- produce a multimedia presentation on a current work-related topic or issue, using audio, visual, and technological elements appropriate to the form, purpose, audience, and content;
- synthesize ideas and information from print and electronic resources for use in business and technical communications;

- use a variety of organizational patterns effectively in business and technical communications, according to a specific outline;
- use organizational features (e.g., titles, headings, lists) effectively to clarify and emphasize information in technical documents and to apply conventions of the chosen form;
- integrate various persuasive devices into business and technical communications (e.g., use accurate and convincing supporting details in advertising copy), organizing information clearly and effectively;
- integrate specialized vocabulary into business and technical communications, referring to appropriate print and electronic resources to confirm usage and spelling;
- select and integrate appropriate visual aids (e.g., graphs, charts, diagrams) to present quantitative data in reports;

Oral/Visual Presentation as a Process

- analyse models of formal oral communication, explaining how both verbal and non-verbal language affect the communication process;
- use appropriate level of language in oral communication, adapting vocabulary, diction, and presentation techniques to purpose, audience, and context;
- use appropriate audio, visual, and electronic aids and equipment to focus audience attention, to signal transitions, and to keep oral presentations visually interesting;
- rehearse oral presentations before delivery, making adjustments in content, organization, and use of audio, visual, and electronic aids (e.g., sound clips, charts, animation) to improve effectiveness;
- demonstrate ability to adapt volume, speed, and tone for maximum impact;
- in producing collaborative presentations, demonstrate ability to consider others' points of view and work towards group consensus;

Writing as a Process

- maintain a well-organized and complete writing folder, including works in progress and final products that reflect an increasing mastery of business and technical communication skills;
- use a variety of strategies (e.g., surveys, interviews) and sources effectively to gather information and to generate ideas for their business and technical communications;
- select or adapt form, content, and organizational patterns to suit purpose and audience;
- develop an outline to categorize and organize information according to a specific form and structure;
- use both primary and secondary print and electronic resources (e.g., consumer reports) in researching material to use in the production of technical documents;
- use a variety of appropriate information-gathering tools (e.g., surveys, interviews, print and electronic resources) to investigate a research topic;
- present facts and information clearly, systematically, and accurately, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., MLA);
- adapt level of language and tone to form, purpose, audience, and content;
- revise vocabulary, selecting accurate and effective words;

- apply specialized vocabulary related to the activity or occupation that is the subject of the work, using print and electronic resources to confirm spelling and meaning;
- revise and edit written texts individually and collaboratively to verify appropriateness of form, add pertinent ideas, delete irrelevant details, reorganize ideas, and improve diction, focusing on objectivity, clarity, specificity, and correct use of language conventions;
- offer constructive criticism and suggestions to peers, and integrate feedback from teacher and peers into their own texts;
- proofread texts and correct errors, focusing on correct use of specialized vocabulary and language conventions;
- integrate visual aids (e.g., graphics, diagrams, tables) effectively into written business and technical communications;
- use electronic resources effectively (e.g., word-processing, spreadsheet, desktop publishing, or presentation software) to revise, enhance, and publish business and technical communications;

Grammar and Usage, Spelling, and Punctuation

- revise sentence structure and placement of words, phrases, and clauses for clarity and emphasis;
- identify and correct errors in use of pronouns, pronoun case, agreement of pronoun with antecedent, verb tense consistency, and subject-verb agreement;
- apply conventions of capitalization and punctuation correctly and consistently;

Technological Resources

- use a variety of audio, visual, and electronic aids to produce effective written and oral/visual business and technical communications (e.g., use presentation software to highlight key ideas);
- use electronic resources effectively for research purposes, assessing sources for their validity and relevance;
- use appropriate electronic resources to combine print and visuals (e.g., charts, illustrations, animation clips), to enhance clarity, and to create visually appealing documents;
- select and use appropriate technological aids (e.g., slides, sound, video excerpts) to focus audience attention and to achieve a specific purpose;

Critical Thinking

- use problem-solving skills to generate solutions and alternative courses of action when encountering weaknesses in their own and others' individually and collaboratively produced written and oral/visual business and technical communications;
- assess their own and peers' written and oral/visual business and technical communications, offering constructive suggestions for improvement and integrating feedback from teacher and peers into their own work;
- assess use of technology in the production of their own and others' business and technical communications, evaluating to what extent technology has clarified content and enhanced impact of intended message;
- compare their current writing and oral/visual presentation skills with those required for success in a variety of careers and university, college, or training programs of their choice, and make an action plan to address identified needs.

English Literature, Grade 12, University Preparation (EAL4U)

This course emphasizes the critical assessment of Canadian and world literature. Students will pursue directed and independent study of specific genres, authors, themes, or cultures in a range of challenging texts, and produce independent critical and creative responses to them in expressive works, essays, critical reviews, oral/visual presentations, and a media work. An important focus will be consolidation of the ability to learn independently by applying appropriate reading, research, and writing processes, and critical thinking skills.

Prerequisite: English, Grade 11, University Preparation, or Canadian Literature, Grade 11, University/College Preparation

Interpreting Literary Texts

Overall Expectations

By the end of this course, students will:

- analyse a wide range of literary works from contemporary and historical periods and from various countries and cultures, including novels, short stories, drama, and poetry;
- assess use and effect of form and style in literary texts;
- analyse ideas, issues, and themes in Canadian and world literary texts under study and those read for personal interest, justifying their responses by citing relevant evidence from primary and secondary sources.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- analyse a range of literary works in an in-depth study, focusing on a particular genre, author, theme, literary period, country, or culture;
- analyse complex organizational structures (e.g., interior monologues, alternating points of view) in literary texts to assess their effectiveness;
- assess effectiveness of various literary forms in communicating meaning (e.g, assess the expression of a similar idea in a sonnet and in a free-verse poem);
- analyse significance of various images, symbols, and motifs in literary texts (e.g., symbolism used in the titles of works such as *Fifth Business* by Robertson Davies and *Catcher in the Rye* by J.D. Salinger);
- demonstrate understanding and appreciation of a writer's style by evaluating effectiveness of specific rhetorical elements (e.g., literary/stylistic devices, diction, syntax, voice) used by the writer to communicate meaning and to enhance the expression of ideas, information, and feelings;
- determine to what extent the techniques (e.g., lighting, camera angles, chronology) used in live performances or media productions of literary works (e.g., *Death of a Salesman* by Arthur Miller, *A Field of Dreams* and *Shoeless Joe* by W.P. Kinsella) effectively convey the elements of fiction;

Investigation and Analysis

- analyse the way literary texts from various cultural traditions interpret a similar theme (e.g., alienation), explaining the diverse perspectives;
- examine and analyse independently a theme, issue, or concept (e.g., courage) discussed in one or more works of literature;
- analyse the way context (e.g., historical, geographical, social, cultural, political) and the perspectives of various readers influence the interpretation of literary texts;
- compare cultural values expressed in a variety of Canadian texts (e.g., aboriginal poetry, Prairie novels) with those expressed in a variety of texts from other cultures (e.g., British, Indian, Caribbean);

- synthesize information from print and electronic resources on an author's works and life (e.g., Emily Brontë, Margaret Laurence) to interpret texts under study;
- compare and contrast critical interpretations of a literary text, assessing the degree to which each interpretation increases their own understanding and appreciation of the text;
- support their analysis and evaluation of texts by quoting from and referring to relevant passages in primary and secondary sources, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- analyse relationship between literary texts and the social, cultural, and political contexts in which they were created (e.g., explain why certain authors have been persecuted or certain works suppressed).

Responding to Literary Texts

Overall Expectations

By the end of this course, students will:

- produce critical and creative responses to literature in a variety of forms, including journal responses, a literary essay, a critical review, persuasive texts, a variety of creative texts, an oral/visual presentation, and a media work;
- assess validity of ideas and concepts contained in works of literary criticism, and effectively integrate those assessed as valid into their own critical responses.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- record, in a journal maintained for this purpose, their critical and creative responses to texts under study;
- write a literary essay that develops and supports a thesis about one or more compositional elements of a text under study;
- write a critical review of one or more texts under study, supporting their opinions about the effectiveness of each work's form, content, and style with relevant evidence;
- write persuasive texts (e.g., short essay-type answers) conveying their analyses of issues, topics, or texts under study, and supporting their theses with relevant evidence, including specific references to texts under study;
- produce effective creative writing in various genres and forms, using structure, diction, syntax, voice, and style to communicate meaning and enhance impact;
- produce an original oral/visual presentation that communicates and compares their own and critics' analyses and assessments of literary works;
- design or create a media work that conveys their analysis of the development of compositional elements of fiction and the use of rhetorical elements in a literary text;
- assess effectiveness of their own outlines, making necessary adjustments to organizational structure to ensure clarity and logic;
- apply a variety of organizational patterns in writing short essay-type answers and essays;
- use transitional devices in essays to establish clear connections between thesis, arguments, and evidence;
- integrate their own or others' counter-arguments into their critical responses, explaining and rebutting the arguments and making logical connections with their own thesis and research;
- use appropriate literary/stylistic devices in written texts and oral/visual presentations, according to form, purpose, audience, and context;
- use rhetorical techniques (e.g., examples, comparisons, paraphrases) effectively to defend opinions in written texts and in oral presentations;

- use precise vocabulary and appropriate level of language in written texts and oral presentations, avoiding clichés, superfluous words, and generalizations;
- incorporate smooth-flowing quotations and examples from primary and secondary sources into their own written texts, oral presentations, and media works, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., MLA);
- integrate audio-visual aids effectively into oral/visual presentations to create specific effects and to convey ideas clearly and coherently;

Critical Thinking

- demonstrate understanding of abstract ideas and an ability to use them in responding critically to themes and concepts presented in literary texts;
- assess views presented in works of literary criticism, weigh evidence presented, and communicate their own judgements about works under study;
- integrate ideas and concepts from works of literary criticism and from other research, including both primary and secondary sources, into their own analysis and criticism of literature, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation.

Demonstrating Independent Learning Skills

Overall Expectations

By the end of this course, students will:

- select and use reading strategies effectively to interpret complex literary texts read for academic and personal purposes, and primary and secondary research sources;
- apply research strategies independently, synthesizing research collected from print and electronic resources and integrating it in an ethical way into their own critical analyses of literary works;
- apply all stages of a writing process independently and effectively in writing a wide variety of academic and creative texts;
- assess their own strengths and weaknesses in all stages of the reading, research, and writing processes, and develop an action plan to improve their communication skills to the level required for success in the university programs and careers of their choice;
- demonstrate independent learning skills in reading, research, and writing by producing, in the form of a written text or an oral/visual presentation, an independent study of one or more literary texts of their choice (e.g., analyse a particular genre, author, or theme, demonstrating that research has extended their interpretation of the text).

Specific Expectations

By the end of this course, students will:

Reading as a Process

- select and use appropriate reading strategies to interpret challenging literary texts (e.g., research the social, cultural, and political contexts of a literary period before reading a work from that period);
- apply textual cues with proficiency to interpret unfamiliar vocabulary in literary texts from a variety of historical, geographical, social, and cultural contexts (e.g., dialects in Shakespeare's plays);
- recognize and paraphrase with proficiency main and secondary ideas in texts of increasing abstraction and complexity;
- apply independently their knowledge of French vocabulary, phonetics, spelling, syntax, semantics, and figurative language to interpret complex literary works, works of literary criticism, and other material read for personal interest;
- demonstrate understanding of literary terms (e.g., archetype, dystopia) and concepts, confirming meaning by referring to print and electronic resources when necessary;
- explain the ways in which non-standard English (e.g., colloquial speech) is used in literary texts for stylistic effect;

Research as a Process

- generate ideas from prior knowledge and research to develop content for critical responses to literary texts under study;
- narrow topic and establish focus of research;
- collect and paraphrase information from reliable primary and secondary print and electronic resources, eliminating irrelevant details and synthesizing information in response to a specific research question;

- evaluate information collected from print and electronic resources for authenticity, reliability, objectivity, currency, and logic, recognizing that evidence can be interpreted from many different points of view;
- synthesize ideas and information gathered from a range of print and electronic resources;
- organize research logically, according to a specific organizational structure and following a detailed outline;
- present research related to texts under study in written and oral/visual forms (e.g., a seminar), annotating the research, avoiding plagiarism, and citing sources accurately, according to an accepted system of documentation (e.g., MLA);
- integrate relevant ideas and concepts from works of literary criticism into their own analyses, integrating references smoothly, avoiding plagiarism, and citing sources accurately, according to an accepted system of documentation;
- incorporate quotations and definitions of literary terms into their own written texts, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation;
- demonstrate connections between their research and their own analysis and evaluation of literature, focusing on ideas, issues, and themes conveyed or discussed in texts under study;

Writing as a Process

- maintain a well-organized and complete writing folder containing creative prompts, works in progress, and final products that show an awareness and developing mastery of the knowledge and skills required to complete this course and undertake university courses, and that are also related to their career interests;
- apply independently the stages of a writing process to produce written texts for academic and creative purposes;
- select and use effective organizational patterns to present ideas logically;
- assess and adapt rhetorical elements used in their own written texts according to form, purpose, audience, and content;
- revise their own and others' written texts, offering constructive criticism and suggestions to peers and integrating feedback from teachers and peers to revise their own texts;
- revise content of drafts to ensure that their ideas are specific and valid and that their arguments are supported with relevant evidence;
- use electronic resources effectively (e.g., word-processing or desktop publishing software) to produce clearly organized and visually appealing texts, incorporating graphic elements as appropriate;

Grammar and Usage, Spelling, and Punctuation

- apply conventions of grammar, usage, spelling, and punctuation with proficiency in written and oral communications for academic and personal purposes;
- manipulate language conventions where appropriate for stylistic and rhetorical effects in written texts and oral communications;
- vary sentence structure and diction for specific effects (e.g., irony, emphasis) in written texts and oral communications, taking into consideration form, purpose, audience, and context;
- use appropriate level of language, correct grammatical structures, and precise vocabulary in written texts and oral communications;
- use appropriate punctuation and capitalization in written texts;

Critical Thinking

- make inferences and draw conclusions about the way complex compositional elements and literary/stylistic devices (e.g., recurring motifs or symbols) contribute to the development of a work's theme;
- demonstrate judgement in assessing and managing ideas and information from works of literary criticism and a range of print and electronic resources;
- use writing as a thinking tool to make logical and effective connections between ideas and information found in works of literary criticism and other research sources and their own critical responses to Canadian and world literary texts.

The Writer's Craft, Grade 12, University Preparation (EAC4U)

This course emphasizes the knowledge and skills involved in the craft of writing. Students will analyse models of effective writing (literary works, literary criticism, newspaper and magazine articles); write literary and persuasive essays, articles, poetry, drama, and a short story; incorporate research into their work; and assess their own and others' written work. Extensive in-class writing activities will help students perfect their techniques and develop their voices. Students will also be encouraged to investigate publishing opportunities.

Prerequisite: English, Grade 11, University Preparation, or Canadian Literature, Grade 11, University/College Preparation

Investigating the Writer's Craft

Overall Expectations

By the end of this course, students will:

- analyse characteristics of effective writing in a variety of genres and forms, including poetry, drama, short stories, excerpts from novels, essays, works of literary criticism, and newspaper and magazine articles;
- demonstrate an improved understanding of the craft of writing by researching, synthesizing, and analysing a variety of material about writers and the process of writing;
- assess effectiveness of style and technique in a variety of literary and informational texts.

Specific Expectations

By the end of this course, students will:

Analysing Models of Writing

- identify elements and conventions that are characteristic of specific genres and forms of writing;
- analyse literary and informational texts to assess effectiveness of the writer's choice of form, style, and rhetorical elements in conveying ideas and information, keeping in mind the purpose and audience;
- analyse the way two or more authors develop a similar topic, issue, or theme, assessing the effectiveness of each writer's style;
- compare and contrast works by the same writer, explaining why the writer is effective in each case;
- assess how various compositional elements of fiction (e.g., plot, theme, setting, character) in texts under study are developed by writers, focusing on the use of specific techniques;
- explain writers' use of non-standard English for stylistic effect, focusing on Canadian variations;

Understanding the Writer's Craft

- analyse interviews with and articles by a variety of writers about the craft of writing and the writing process, and explain how their findings will influence their own writing;
- explain how context (e.g., historical, cultural) influences the production and interpretation of a literary work;
- synthesize various authors' views on the role of the writer and the influence of literature in society;
- research and describe the specific skills required for various careers in writing and communications;

Critical Thinking

- explain how various critics' assessments of a literary text have influenced their own analysis and criticism of the work, focusing on the effectiveness of the writer's style and technique;
- compare effectiveness of a writer of a literary work in conveying plot, theme, setting, and character to effectiveness of a live performance or media production of the work in conveying the same elements, focusing on style and technique;
- analyse the influence of literature, journalism, media productions (e.g., radio, video, film), and the Internet as vehicles for social and cultural expression.

Practising the Writer's Craft

Overall Expectations

By the end of this course, students will:

- produce a broad range of academic, informational, and creative writing, focusing on a literary essay, newspaper/magazine articles, poetry, dramatic and other scripts, a short story, and journal writing, incorporating stylistic techniques from texts under study, and paying attention to form, purpose, and audience;
- apply various stages of a writing process to all writing assignments, focusing on the achievement of clarity, coherence, and unity and the incorporation of effective rhetorical elements;
- assess their own and peers' writing skills, using academic, informational, and creative texts under study as models, and identify ways to improve their effectiveness.

Specific Expectations

By the end of this course, students will:

Academic and Informational Forms and Techniques

- write a literary essay and/or short critical responses analysing one or more elements of a work of fiction and assessing effectiveness of author's writing style;
- produce a variety of newspaper/magazine articles (e.g., editorial, review, feature article) to convey information, to express an opinion, and to influence a target audience, respecting the conventions of the chosen forms;
- apply various organizational patterns to communicate ideas and information in short essay-type answers and in a formal essay, using appropriate transitional devices to indicate progression and ensure coherence;
- develop effective introductions, using a variety of general statements that create interest (e.g., anecdotes, provocative statements, startling questions or quotations);
- vary word choice and literary/stylistic devices to suit form and to produce a specific effect;
- use a range of transitional devices effectively to show relationships between ideas and to ensure coherence;
- support opinions convincingly, using appropriate evidence, demonstrating analytical reasoning skills, and expressing complex thoughts in clear, direct language;
- integrate references from primary and secondary sources into essays and reports, incorporating quotations smoothly, avoiding plagiarism, and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- integrate a range of rhetorical devices and various types of evidence into written and oral responses to defend positions convincingly;
- adapt diction and level of language to the intended audience, using inclusive language;
- produce collaboratively a publication of their own and peers' written texts (e.g., poetry anthology, literary journal, newspaper), following conventions of chosen form and assuming various roles;

Creative Forms and Techniques

Poetry

- write on a variety of topics in a variety of poetic forms (e.g., ode, elegy, sonnet), using both contemporary and other literary texts as models;
- apply conventions of chosen form;
- use a range of poetic devices to achieve specific purposes or effects;
- establish a clear progression of ideas, bringing a poem to a logical conclusion and establishing appropriate divisions when applicable;
- choose effective vocabulary and figures of speech to achieve specific emotional, visual, or auditory effects, avoiding clichés, triteness, and generalizations;

Drama

- integrate dramatic techniques and stylistic devices into their own scripts, using both written texts and live-performance or media productions of plays as models;
- write a script that effectively develops a specific situation, character, and/or theme;
- organize action logically, according to a specific outline;
- incorporate a variety of rhetorical elements to achieve specific purposes or effects;
- vary dialogue (e.g., diction, tone, level of language) to reflect the backgrounds, feelings, and personalities of characters in the contexts in which they are presented;
- use precise descriptive vocabulary to establish background, to describe appearance of characters, and to indicate stage directions, including special audio-visual effects;

Short Story

- write a short story or part of a short story that effectively develops a plot, theme, setting, character, and/or relationship and that is intended for a specific audience;
- apply conventions of form particular to genre of short story chosen (e.g., fairy tale, science fiction, mystery, legend, fable);
- develop plot of narrative so that progression of events is clear, varying order and point of view for effect;
- incorporate relevant details and vivid vocabulary to establish setting and characters;
- convey main character's feelings and motivations through dialogue, description, and action, varying approach and rhetorical elements to maintain reader's interest;
- develop theme through other compositional elements (e.g., plot, setting, character), using various stylistic devices to enhance implied as well as literal meaning;
- use diction and stylistic features appropriate to form, purpose, and audience (e.g., simple vocabulary and sentence structures for children's story);

Writing as a Process

- maintain a well-organized and complete writing folder that contains creative prompts, works in progress, and completed products, as well as models of effective forms, styles, and techniques;
- maintain a journal in which they regularly explore ideas; note new words and expressions; experiment with imagery, voice, diction, and style; respond to the writing of others; and assess their own writing skills;

- apply pre-writing strategies to generate ideas and to promote creative thinking (e.g., brainstorming, diagramming, analysing models);
- use information and ideas generated from pre-writing strategies, research, discussion, reflection, reading, viewing, and exploratory writing to develop content of their written work;
- use an inquiry process to elaborate and refine content of written work (e.g., review what is already known, analyse information, make inferences, think divergently);
- apply correctly the grammar, usage, spelling, and punctuation conventions specified for the core English, Grade 12, University Preparation course;
- vary sentence structures to create effect and to avoid wordiness;
- review and revise their own and peers' written work, including work in progress, offering constructive suggestions for revision and using feedback from teacher and peers to improve their own writing;
- revise content, form, organization, technique, diction, voice, and style to ensure clarity, coherence, and unity, to achieve a specific purpose, and to suit a specific audience;
- edit and proofread drafts before final publication, using feedback from teacher and peers and using print and electronic resources to verify grammar, usage, spelling, and punctuation;
- use electronic resources effectively (e.g., word-processing or desktop publishing software) to publish texts and to incorporate graphic and design elements, following conventions of chosen form;
- choose and polish one of their written texts for distribution to a larger audience (e.g., in a class anthology, on school website);
- actively seek a publishing venue for their work (e.g., submit polished texts to writing contests, celebrations, school publications, newspapers, magazines, literary journals, appropriate Internet "zines", and/or websites);

Critical Thinking

- assess their own skills as writers, identifying strengths and weaknesses and adjusting writing accordingly, focusing on purpose and audience;
- explain and defend their stylistic choices;
- assess organization, diction, and rhetorical elements used by writers in texts under study in terms of purpose and audience, and integrate effective techniques from these texts into their own writing;
- demonstrate ability to clarify their own values, perspectives, and opinions and to learn from their life experiences by writing about them in various genres and forms;
- compare their current writing skills with those required for success in university programs and careers of their choice, and create an action plan to address identified needs.

The Writer's Craft, Grade 12, College Preparation (EAC4C)

This course emphasizes the knowledge and skills involved in the craft of writing. Students will analyse models of effective writing (literary works, informational and media texts); write personal and persuasive essays, business correspondence, and a feasibility or progress report; incorporate research into their work; and assess their own and others' written work. Extensive in-class writing activities will help students perfect their techniques and develop their voices. Students will also be encouraged to investigate publishing opportunities.

Prerequisite: English, Grade 11, College Preparation, or Canadian Literature, Grade 11, University/College Preparation

Investigating the Writer's Craft

Overall Expectations

By the end of this course, students will:

- analyse the characteristics of effective writing in a variety of genres and forms, including business correspondence, reports, newspaper and magazine articles, media scripts, essays, poetry, short stories, and excerpts from novels and plays;
- demonstrate an improved understanding of the craft of writing by researching, synthesizing, and analysing a variety of material about writers and the writing process, focusing on informational and practical writing;
- assess effectiveness of style and technique in a variety of informational, practical, and literary texts.

Specific Expectations

By the end of this course, students will:

Analysing Models of Writing

- identify elements and conventions that are characteristic of specific genres and forms of writing;
- analyse the writing styles and techniques, including choice of vocabulary and level of language, used in academic, informational, and practical (e.g., business and technical) texts, focusing on the writers' ability to convey ideas, information, and themes for a specific purpose and to a specific audience;
- compare and contrast texts that deal with the same topic, explaining which are more effective in terms of form and style;
- assess format and techniques used in media scripts (e.g., documentaries, news broadcasts, radio ads, instructional videos) that convey research and opinions on a given topic, issue, or theme;
- analyse writing style and techniques used in various articles (e.g., about the positive and negative impact of technology in their daily lives, in the business world, and in other workplaces), and assess their effectiveness in conveying ideas, opinions, and information;
- analyse a variety of literary texts (e.g., poetry, short stories), focusing on techniques used by the writers to develop plot, theme, setting, and character;

Understanding the Writer's Craft

- analyse interviews with and articles by a variety of writers of informational, practical, and literary texts about the craft of writing and the writing process, and explain how their findings will influence their own writing;
- explain how purpose and audience influence the form and the level of language used by writers of informational and practical texts;
- synthesize various authors' views on the role of the writer and the role of both informational and literary texts in society;
- research and describe the specific skills required for various careers in writing and communications;

Critical Thinking

- assess effectiveness of persuasive devices used to defend a position in expository texts, reports, and editorials;
- analyse the way successful writers, including writers of texts for oral/visual presentations and media works, use specific techniques (e.g., organizational structures and patterns, rhetorical elements) to convey their messages effectively, justifying their position with reference to specific details;
- analyse the influence of literature, journalism, media productions (e.g., radio, video, film), and the Internet as vehicles for social and cultural expression.

Practising the Writer's Craft

Overall Expectations

By the end of this course, students will:

- produce a broad range of academic, informational, and practical writing, focusing on an essay, newspaper/magazine articles, media texts, business correspondence, a report, and journal writing, conveying information clearly and accurately and paying attention to form, purpose, and audience;
- apply the various stages of a writing process to all writing assignments, focusing on the achievement of clarity, coherence, and unity;
- assess their own and peers' writing skills, using informational and practical texts under study as models, and identify ways to improve their effectiveness.

Specific Expectations

By the end of this course, students will:

Academic and Informational Forms and Techniques

- write about a variety of assigned topics and current issues in persuasive texts, personal essays, and personal responses, expressing opinions clearly and convincingly;
- write a literary essay and/or short critical responses, analysing one or more elements of a work of fiction and assessing effectiveness of author's writing style;
- write at least two articles from the following sections of a newspaper: front page, editorial page, sports, lifestyles, business, and arts and entertainment;
- write a media script (e.g., for a documentary) that presents research on a field of study related to a career choice or current issue, respecting conventions of chosen form and focusing on a specific audience;
- integrate research from a variety of sources smoothly into short reports and media texts, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., Modern Language Association [MLA]);
- apply organizational structures that are appropriate to conventions of chosen form, organizing ideas and information in a logical sequence according to a prepared outline, and adjusting order and headings when necessary;
- develop effective introductions, using a variety of general statements that create interest (e.g., anecdotes, provocative statements or statistics, startling questions or quotations);
- vary word choice and literary/stylistic devices to suit form, to produce a specific effect, and to meet requirements of a specific audience;
- use a range of transitional devices effectively to show relationships between ideas and to ensure coherence;
- support opinions convincingly, using appropriate evidence, demonstrating analytical reasoning skills, and expressing complex thoughts in clear, direct language;
- incorporate quotations from primary and secondary sources into research papers smoothly, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation;

- adapt diction and level of language to the intended audience, using inclusive language;
- produce collaboratively a publication of their own and peers' written texts (e.g., magazine, newspaper), following conventions of chosen form and assuming various roles;
- identify the target audience of their collaborative publication, and assess the content and format of their publication in terms of its audience appeal;

Practical Forms and Techniques

- convey ideas and information clearly and correctly in reports and business correspondence related to a specific field of work;
- write a field or lab report on a specific process, organizing information in a logical sequence that leads to a clear recommendation or conclusion, and using appropriate headings;
- write a feasibility study or a progress report, including the following elements:

  Feasibility study:
  - a clear introduction explaining the present situation;
  - factual information about the proposal to remedy the situation;
  - evidence of the reliability or feasibility of the venture;
  - anticipated problems and their possible solutions;
  - a conclusion justifying recommendations;

  Progress report:
  - a brief description of the project, including relevant background information;
  - detailed summaries of the production process, time lines, and costs to date;
  - a conclusion assessing how well the project is proceeding;
- write covering letters to accompany reports, applying conventions of form;
- present information in reports clearly, accurately, and in a logical sequence, according to chosen format;
- apply organizational structures and patterns that will lead readers to the final recommendation or conclusion of reports;
- incorporate research from primary and secondary sources into reports, avoiding plagiarism and citing sources accurately, according to an accepted system of documentation (e.g., MLA);
- integrate diagrams, tables, graphs, and charts into written texts to clarify information and to support their position;
- use appropriate level of language, accurate diction, and concise sentence structures, paying attention to conventions of form, targeted audience, and context;
- incorporate newly learned technical terms into reports, using print and electronic resources to confirm usage;

Writing as a Process

- maintain a well-organized and complete writing folder that contains drafts and completed products, as well as models of effective forms, styles, and techniques;
- maintain a journal in which they regularly explore ideas, collect new words or expressions, experiment with forms and techniques, respond to the writing of others, and assess their own writing skills;
- generate ideas and arguments for their own written texts by exploring topics, issues, and themes in informational texts and media productions;

- use ideas and information generated from research, discussion, reading, and viewing to develop content of their written work;
- use an inquiry process to elaborate and refine content of written work (e.g., review what is already known, analyse information, make inferences, think divergently);
- write drafts independently and collaboratively;
- apply correctly the grammar, usage, spelling, and punctuation conventions specified for the core English, Grade 12, College Preparation course;
- use a variety of sentence structures to improve clarity and to provide emphasis;
- review and revise their own and peers' written work, including work in progress, making constructive suggestions for revision and using feedback from teacher and peers to improve their own writing;
- recognize organizational problems in written texts and revise outlines to ensure logic, clarity, coherence, and unity;
- revise drafts for form, content, and style, focusing on purpose and audience;
- revise vocabulary for precision and accuracy, incorporating specialized terms when appropriate, using inclusive language, and using appropriate level of language;
- edit and proofread drafts before final publication, using feedback from teacher and peers and using print and electronic resources to verify grammar, usage, spelling, and punctuation;
- use electronic resources effectively (e.g., word-processing, spreadsheet, or desktop publishing software) to format texts, to present information clearly (e.g., select clear headings, incorporate charts and other visual aids, use typefaces consistently, use spacing effectively), and to enhance the overall presentation of the final product;
- choose and polish one of their written texts for distribution to a larger audience (e.g., in a class anthology, on school website);
- actively seek a publishing venue for their work (e.g., submit polished texts to writing contests, celebrations, school publications, newspapers, magazines, business or trade publications, appropriate Internet "zines", and websites);

Critical Thinking

- assess their own skills as writers, identifying their strengths and weaknesses and adjusting writing accordingly, focusing on form, purpose, and audience;
- assess content, organization, style, and effectiveness of peers' drafts and final versions of informational and practical texts, offering objective and constructive criticism (e.g., conference with peers to assess a script in progress);
- demonstrate ability to extend their knowledge and clarify their thoughts about various issues and topics by writing about them in well-organized and coherent texts;
- compare their current writing skills with those required for success in college programs and careers of their choice, and create an action plan to address identified needs.

Some Considerations for Program Planning in English

Teachers who are planning a program in English must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in *Le curriculum de l'Ontario 9e à la 12e année : Planification des programmes et évaluation, 2000.* The areas of concern to all teachers that are outlined there include the following:

- types of secondary school courses
- education for exceptional students
- the role of technology in the curriculum
- Anglais pour débutants
- career education
- cooperative education and other workplace experiences
- health and safety

Considerations relating to the areas listed above that have particular relevance to program planning in English are noted here.

Education for Exceptional Students. The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

An Individual Education Plan (IEP) [Programme d'enseignement individualisé (PEI)] must be developed and maintained for each student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC) [Comité d'identification, de placement et de révision (CIPR)]. The IEP must outline, as appropriate, any modified or alternative curriculum expectations and any accommodations (i.e., the specialized support and services) that are required to meet the student's needs. The IEP must also identify the methods by which the student's progress will be reviewed. For exceptional students who are fourteen years of age or older and who are not identified solely as gifted, the IEP must contain a plan to help them make the transition to postsecondary education, apprenticeship programs, or the workplace, and to help them live as independently as possible in the community.

An IEP may be prepared for a student with special needs who is receiving special education programs and/or services but who has not been identified as exceptional by an IPRC.

In English courses, accommodations to meet the needs of exceptional students as set out in their Individual Education Plan may include the use of specialized equipment and learning aids such as Braille, magnification aids, voice-activated computers, audiotapes, and specialized computer programs, as well as the assistance of oral or sign-language interpreters or scribes. Some students may benefit from using alternative resources (some less complex, others more challenging), communicating through sign language, or working in flexible grouping arrangements.

The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the English curriculum. Information technology helps students in their written work and in the analysis of literary works and informational materials. Students should use word processing to draft, organize, revise, edit, and format written work. In their research, students should use multimedia resources to find, process, and reorganize information and ideas. Presentation software and audio-visual technologies will enhance the effectiveness of oral and visual presentations.

Anglais pour débutants (APD). Mastery of English varies greatly among students attending French-language secondary schools in Ontario. In some areas of the province, students communicate in English on a daily basis because they live in communities where English is the predominant language; in areas of the province where francophones have a greater presence in the community, students may speak English less frequently. Francophone students who move to Ontario from other provinces may also have had limited exposure to English, while francophone students from other countries may have had no exposure to English.

APD courses are offered to students who have little or no knowledge of the English language. APD emphasizes the development of English vocabulary and knowledge of English language conventions in the strands of Oral Communication, Reading, and Writing. The Social Skills and Cultural Awareness strand emphasizes the development of skills that will help students integrate into their new environment and develop an appreciation for a variety of anglophone cultures.

Four APD courses are offered to students. Students may take any or all of these courses depending on their needs, their level of competency in the English language, and their facility in learning another language. Students who complete APD 4 are able to integrate into a regular English course at the Grade 9 or 10 level. An APD course can count as the credit in English that all students are required to take to obtain their secondary school diploma.

Students who are enrolled in APD courses will have the best chance of success in English programs where there are many opportunities for oral interaction in small and large-group activities. Teachers can make an asset of linguistic and cultural diversity in the classroom by encouraging students to share information about their respective languages and literary inheritances. Teachers should focus on the content and organization of ideas in students' written work, as well as on word choice, grammar, usage, spelling, and punctuation.

Career Education. Expectations in the English program include many opportunities for students to apply their language skills to work-related situations, to explore educational and career options, and to become self-directed learners. To prepare students for the literacy demands of a wide array of postsecondary educational programs and careers, English courses require students to develop research and critical thinking skills, practise expository writing, and learn strategies for understanding informational reading materials. Small- and large-group activities and individual and collaborative oral presentations help students to express themselves confidently and to work cooperatively with others. Regardless of their postsecondary destination, all students need to realize that literacy skills are employability skills. Powerful literacy skills will equip students to manage information technologies, communicate effectively and correctly in a variety of situations, and perform a variety of tasks.

Cooperative Education and Other Workplace Experiences. Most francophone students will receive cooperative-education and work-experience placements in businesses or organizations where French is used. In many placements, particularly in communities where English is the predominant language, English language skills will also be important. In such cases, francophone students should be able to demonstrate the ability to use both French and English to the advantage of the employer. In placements where English is the exclusive language of communication, the experience students receive should be related to the expectations of the English curriculum.

The knowledge and skills students acquire in English courses will assist them in their placements in the following ways. In all placements, students will be required to read and listen, carefully and with attention to detail, to messages, instructions, and information, in order to perform placement-related tasks and duties efficiently, responsibly, and safely. In some placements, students will also need to apply speaking and presentation skills, or the specialized knowledge acquired in the course on business and technical communication. Certain placements will have a specific focus on English literacy skills. For example, in placements with English-language newspapers, television and radio stations, schools, and libraries, students will use their knowledge and skills to analyse texts, to conduct research, to write and revise texts, and to design or create media works.

The Achievement Chart for English

The achievement chart that follows identifies four categories of knowledge and skills in English – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy and its implementation is provided in *Le curriculum de l'Ontario 9e à la 12e année : Planification des programmes et évaluation, 2000.*)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.

The ministry is providing the following materials to school boards for distribution to teachers:

- a standard provincial report card, with an accompanying guide
- instructional planning materials
- assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in English can be constructed by reading from top to bottom in the column of the achievement chart headed "70–79% (Level 3)".

Achievement Chart – Grades 11 and 12, English

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	**The student:**			
– knowledge of forms of texts (e.g., novels, plays, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)	– demonstrates limited knowledge of forms, conventions, terminology, and strategies	– demonstrates some knowledge of forms, conventions, terminology, and strategies	– demonstrates considerable knowledge of forms, conventions, terminology, and strategies	– demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies
– understanding of information, ideas, concepts, and themes	– demonstrates limited understanding of information, ideas, concepts, and themes	– demonstrates some understanding of information, ideas, concepts, and themes	– demonstrates considerable understanding of information, ideas, concepts, and themes	– demonstrates thorough and insightful understanding of information, ideas, concepts, and themes
– understanding of relationships among facts, ideas, concepts, and themes	– demonstrates limited understanding of relationships among facts, ideas, concepts, and themes	– demonstrates some understanding of relationships among facts, ideas, concepts, and themes	– demonstrates considerable understanding of relationships among facts, ideas, concepts, and themes	– demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, and themes
– understanding of the uses and effect of rhetorical elements (e.g., stylistic devices, voice) in literary and informational texts	– demonstrates limited understanding of the uses and effect of rhetorical elements	– demonstrates some understanding of the uses and effect of rhetorical elements	– demonstrates considerable understanding of the uses and effect of rhetorical elements	– demonstrates thorough and insightful understanding of the uses and effect of rhetorical elements
Thinking/Inquiry	**The student:**			
– critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication	**The student:**			
– communication of information and ideas (e.g., through logical organization)	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– communication for different audiences and purposes (e.g., choice of language and style)	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., essays, narratives, debates, poems reports)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	**The student:**			
– application of required language conventions (e.g., grammar, usage, spelling, punctuation)	– uses the required language conventions with limited accuracy and effectiveness	– uses the required language conventions with some accuracy and effectiveness	– uses the required language conventions with considerable accuracy and effectiveness	– uses the required language conventions accurately and effectively all or almost all of the time
– application of oral communication and media conventions and techniques	– uses oral communication and media conventions and techniques with limited effectiveness	– uses oral communication and media conventions and techniques with some effectiveness	– uses oral communication and media conventions and techniques effectively	– uses oral communication and media conventions and techniques effectively and creatively
– application of reading strategies (e.g., rereading closely to identify specific information, scanning, using cues from context)	– uses reading strategies with limited competence	– uses reading strategies with moderate competence	– uses reading strategies with considerable competence	– uses reading strategies with a high degree of competence
– application of a writing process (e.g., choice of topic, revision, use of resources)	– uses a writing process with limited competence	– uses a writing process with moderate competence	– uses a writing process with considerable competence	– uses a writing process with a high degree of competence
– application of technology (e.g., choice of tools and software, ethical use)	– uses technology with limited appropriateness and effectiveness	– uses technology with moderate appropriateness and effectiveness	– uses appropriate technology with considerable effectiveness	– uses appropriate technology with a high degree of effectiveness
– making connections (e.g., between English and other subjects, between English and the world outside the school, and between experiences and texts)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Note: A student whose achievement is below 50% at the end of a course will not obtain a credit for the course.

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